



1.3.3 Course Progression Policy and Procedure

1.0 Purpose

Acknowledge Education (AE) and the International College of Hotel Management (ICHM) (the Colleges) are committed to providing a supportive, student-centred learning environment that maximises each student's likelihood of success in their studies. While students hold primary responsibility for their academic performance and course progression, the Colleges recognise the critical role that academic leadership, teaching staff and student support services play in achieving positive educational outcomes.

The Colleges acknowledge that students may progress through the requirements of their course at different rates and may require varying types and levels of support throughout their studies.

This Policy and Procedure outlines:

- The framework for monitoring, assessing and determining course progression across Vocational Education and Training (VET) and Higher Education (HE) programs
- The criteria for satisfactory and unsatisfactory course progression
- The processes for identifying students who may be at risk of not meeting course requirements
- The support, intervention and review mechanisms implemented to assist students in progressing successfully, in accordance with relevant legislative and regulatory obligations.

Early identification of students at risk of unsatisfactory course progression is a key strategy in supporting student success. This document sets out the structured, timely and proactive approach taken by the Colleges to provide appropriate advice, academic assistance and support to enable students to meet course requirements and complete their studies successfully.

2.0 Scope

This policy and procedure applies to:

- Students undertaking training and studies at the Colleges
- Staff engaged with monitoring, reviewing and supporting students' course progression

3.0 Relevant legislation

- Education Services for Overseas Students Act (ESOS Act) 2000
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Outcome Standards for Registered Training Organisations 2025
- Privacy Act 1988 (Cth)
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
- Education and Training Reform Regulations 2017 (Victoria)

4.0 Preventive Strategies

The Colleges are committed to minimising student attrition and ensuring that international students on a student visa complete their course within the duration specified on the Confirmation of Enrolment (CoE).

Furthermore, the Colleges recognise that certain student cohorts may face a heightened risk of failing to complete their studies. These include individuals in their first year of study, mature-aged learners returning after a long break, students who are isolated from their support networks in another country, and students managing significant family obligations or financial pressures. As per the Diversity, Equity and Inclusion Policy, the Colleges also recognise that some groups may experience systemic barriers to course progression, including Aboriginal and Torres Strait Islander peoples, students with disability, students from low socio-economic backgrounds, students from regional, rural or remote areas, first-in-family students, students from culturally and linguistically diverse backgrounds, women in underrepresented fields, and LGBTQI+ students.

To assist in reducing these risks, a range of support measures and preventive initiatives have been implemented at the Colleges to help students remain engaged and succeed in their studies.

Preventive initiatives include:

- Providing comprehensive information about courses to enable students to make well-informed decisions regarding their course selection.
- Clear communication of information about key course details, including study period start and end dates, census dates and assessment due dates.
- Identifying students who appear disengaged or lacking commitment and following up promptly through student support services.
- Enabling early identification and follow-up by the Student Progress Team (SPT) when academic results, or feedback from staff indicate a student is experiencing difficulties.
- Ensuring personalised support and consistent monitoring of course progression for each student.
- Offering targeted assistance to students encountering challenges in their studies or dealing with personal difficulties that may impact their studies with a referral to various supports.
- Creating opportunities for students to participate in subjects designed to develop essential skills, such as digital literacy, English skills, research techniques, and effective study strategies, to support academic success.
- Maintaining a teaching workforce composed of qualified and experienced staff who are attentive to students.

5.0 Course Progression Indicators

The table below summarises the Colleges' approach to identifying satisfactory and unsatisfactory course progression.

Sector	Satisfactory Course Progression	Unsatisfactory Course Progression
Higher Education	<ul style="list-style-type: none"> • Passing more than 50% of the units in a study period, and • Completing the course within the maximum period of study, or by the course end date specified on the international student's CoE, and • Meeting any additional course specific requirements. 	<ul style="list-style-type: none"> • Passing 50% or less of the units within a study period, or • The student's progression will not allow them to complete the course within the maximum course duration or by the course end date specified in the international student's CoE, and • a student fails the same unit on three separate occasions. • Not meeting any requirements specific to the course.

Sector	Satisfactory Course Progression	Unsatisfactory Course Progression
Vocational Education & Training	<ul style="list-style-type: none"> Attended more than 80% of classes during the study period, and Achieving a competent grade in all units within the study period, and Completing the course within the maximum period of study, or by the course end date specified on the international student's CoE, and Meeting any additional course specific requirements. 	<ul style="list-style-type: none"> Have not attended, or are at risk of not attending, 80% of classes during the study period, or Failing to achieve a competent grade in 1 or more units within a study period, or The student's progression will not allow them to complete the course within the maximum course duration or by the course end date specified in the international student's CoE, and Not meeting any additional requirements specific to the course.

6.0 Communication Protocol

The Colleges inform all students about the Course Progression Policy and Procedure at:

- the admissions stage
- student orientation
- within the student handbook
- within the course handbooks

All communication strategies include a clear explanation of the requirements for satisfactory course progression and completion within the expected duration.

7.0 Monitoring Course Progression

7.1 Early Identification of At Risk Students

The Colleges have established processes and support systems to identify students who may be at risk of not meeting course progression and to reach out as early as possible during the study period when concerns arise about a student's ability to successfully progress in one or more units.

Indicators of low course engagement may include (but are not limited to):

- Repeated or ongoing absence from scheduled classes during the study period, and/or
- Limited participation in online learning, including not regularly accessing the Learning Management System (LMS) or engaging with subject content and materials, and/or
- Late submission or non-submission of the first assessment task and/or subsequent assessment tasks, and/or
- Not achieving a pass result for the first assessment task and/or
- Not achieving a pass result for a later assessment tasks, and/or
- Any other concerns identified by staff that may reasonably be expected to impact a student's course performance or progression in a unit.

7.2 Early Actions for At Risk Students

The Colleges will take reasonable steps to ensure students who are not actively participating in their studies are identified as early as possible, so they can receive appropriate guidance and support

before the commencement of the next study period.

Following the conclusion of a study period (after the final teaching week), a student may be assessed as having unsatisfactory course progression where there is evidence of insufficient engagement in one or more subjects, based on their participation, assessment submissions and/or results achieved in progressive assessment tasks.

7.3 International Student Visa Holders

Throughout the course progression process, international students will be reminded that maintaining satisfactory course progression is a requirement of their student visa conditions. International students will also be advised that they must remain enrolled in a full-time study load to support completion of their course within the expected timeframe stated on their Confirmation of Enrolment (CoE).

The Colleges are required to report to the Department of Home Affairs (DHA) where an international student is identified as not meeting course progression requirements or where there is any other breach of relevant conditions, in accordance with the Course Progression Policy and Procedure.

7.3.1 Reduced Study Load for International Student Visa Holders

The College may provision a Reduced Study Load as part of a provider-initiated Formal Intervention Plan (FIP) for a student identified as at risk of not meeting course progress requirements. International students experiencing any other difficulties, including compassionate or compelling circumstances, are encouraged to contact the Student Support Team, who will determine the most appropriate course of action, including deferral, suspension, or cancellation of enrolment in accordance with the College's Deferral, Suspension and Cancellation Policy and Procedure.

7.3.2 Increased Study Load for International Student Visa Holders

The College may approve a student's request to undertake an Increased Study Load within a study period where the student has demonstrated the academic capability to successfully manage the additional workload. In assessing such requests, the College will consider the student's overall academic standing, progression history, attendance and engagement, and any existing academic support or intervention arrangements.

For Higher Education students, approval will normally only be granted where the student has achieved a minimum Grade Point Average of 5.0 or above, equivalent to a Credit average.

For Vocational Education and Training (VET) students, approval will normally only be granted where the student has demonstrated competent academic progression across all enrolled units, maintained satisfactory course progress and attendance, and is not currently identified as academically at risk.

An Increased Study Load may not be considered while a student remains subject to a FIP, subject to the discretion of the SPT in consultation with the Dean or Head of VET.

Where an Increased Study Load is being considered, the student will be informed of all available options prior to any decision being made. Participation in an Increased Study Load arrangement is subject to the student's informed consent, and no such arrangement will be implemented without the student's agreement being documented.

All Increased Study Load arrangements will be:

- Closely monitored by the SPT throughout the relevant study period
- Supported by clear documented justification, recorded on the student's file prior to commencement
- Approved at the discretion of the SPT, in consultation with the Dean or Head of VET, as relevant to the student's course

In general, an Increased Study Load should not exceed 1.25 EFTSL in any academic year. This will be measured on an individual basis at the discretion of the SPT, in consultation with the Dean or Head of VET, as relevant to the student's course. The College reserves the right to refuse requests where the increased study load may adversely impact the student's academic success, wellbeing, or capacity to meet course progress and visa requirements.

8.0 Student Progress Monitoring

The SPT will regularly review student progress reports generated from the Student Management System (RTO Manager) to monitor course progression for all students. These reports will capture the key indicators of satisfactory and unsatisfactory course progression as detailed in Section 5.0, and the SPT will assign the corresponding support indicator weighting to each student in accordance with Section 9.0.

Academic staff are expected to log relevant student progress information in the learning management system and in RTO Manager in a timely manner to ensure reports accurately reflect each student's current progression status. Academic staff may also contact the SPT directly at any time if they have concerns regarding a student's course progression that require immediate attention outside of the regular reporting cycle.

8.1 Non-Commencing Students

If a student does not attend during weeks one and two of the study period they are considered to be non-commencing students and are sent a non-commencement cancellation notice.

8.2 Non-Returning Students

Students who do not return to campus after a break and have not communicated this to the College are considered non-returning students. The absence of student will be recorded by academic staff in the Student Management System, monitored by the SPT. If absence persists, the student will receive a non-returning cancellation notice.

9.0 Support for Students

The Colleges will work with students to provide course progression advice and support that is appropriate to the student's individual circumstances. Where required, a FIP will be implemented to document tailored support strategies, required actions and/or enrolment conditions to assist the student to return to satisfactory course progression.

9.1 Support Indicator Weighting and Level Determination

The Colleges use a Support Indicator Weighting system to determine the appropriate level of intervention for students identified as not meeting, or at risk of not meeting, satisfactory course progression requirements. This system ensures that the level of support provided is proportionate to the nature and severity of a student's unsatisfactory progression, and that escalation occurs in a structured and transparent manner.

Each unsatisfactory course progression event is assigned a support indicator weighting based on its severity. Weightings are cumulative and are recorded across the duration of the student's course. The total accumulated weighting determines the level of support the student will receive.

Where a student meets the criteria for more than one support indicator within a single study period, only the indicator carrying the highest support indicator weighting will be applied for that study period. Where two or more indicators carry equal weightings, only one weighting will be applied for that study period. All triggered indicators must still be recorded on the student's file regardless of which weighting is applied.

Where a student has accumulated support indicator weightings but has demonstrated satisfactory progression for two consecutive study periods, their support indicator total may be reviewed and

reduced by 1 point.

The addition and reduction of support indicator weightings will be at the discretion of the SPT, in consultation with the Dean (Higher Education) or Head of VET, as relevant to the student's course.

The specific support indicator weightings and corresponding levels of support applicable to Higher Education and Vocational Education and Training students are set out in sections 9.1.1 and 9.1.2 respectively.

All support indicator weightings and level determinations will be recorded and maintained by the SPT on the student's file and will be considered in the assessment of any subsequent unsatisfactory course progression outcomes.

9.1.1 Higher Education Support Indicator Weighting and Support for Students

The Support Indicator Weighting for Students is as follows:

Support Indicator	Weighting
Passing 50% or less of units in a study period	1 Point
Progression will not allow completion within the maximum course duration or by the CoE end date	1 Point
Failed the same unit on two or three separate occasions	1 point per occurrence (maximum 2 points across both occurrences)
Not meeting any requirements specific to the course	1 point
Failed all units in a study period	2 points
Did not attend or engage with mandated intervention meeting or strategies	Immediate Level 3

The support for students in accordance with the level is as follows:

Level	HE	Support
Early intervention	Non attendance in week 1 and/or 2 of study period OR Have not or have limited engagement in class or with the LMS OR Did not submit an assignment. OR Failed an assignment.	The student will be provided with information aimed at reinforcing effective study practices and increasing awareness of available services, resources and support options.
Level 1 support	Student accumulates a support indicator weighting of 1 e.g. passes less than 50% of units in a study period; or their progression places the CoE course end date at risk; or fails the same unit for the second time; or does not meet a course-specific requirement.	Notice of Unsatisfactory Course Progression FIP strongly recommended but not mandated FIP designed in accordance with the student's needs Evidence of student's engagement with the FIP will be recorded and considered in subsequent unsatisfactory course progression outcomes

Level	HE	Support
Level 2 support	<p>Student accumulates a total support indicator weighting of 2-3</p> <p>e.g. a second study period of unsatisfactory progression; or fails all units in a single study period (2 points); or a combination of indicators across study periods totalling 2-3 points.</p>	<p>Notice of Unsatisfactory Course Progression</p> <p>FIP mandated and monitored in the next study period</p> <p>FIP designed in accordance with the student's needs</p> <p>Evidence of student's engagement with the FIP will be recorded and considered in subsequent unsatisfactory course progression outcomes</p>
Level 3 Action	<p>Student accumulates a total support indicator weighting of 4 or more; OR</p> <p>fails the same unit on three separate occasions (regardless of accumulated weighting); OR</p> <p>did not attend or engage with the mandated intervention meeting or strategies set under their Level 2 FIP.</p>	<p>Notice of Intention to Report (ITR) for international student visa holders</p>

9.1.2 Vocational Education and Training Support Indicator Weighting and Support for Students

The Support Indicator Weighting for Students is as follows:

Support Indicator	Weighting
Attendance below 80% in a study period	1 Point
Not Yet Competent (NYC) in 1 unit in a study period	1 Point
Not Yet Competent (NYC) in more than 1 unit in a study period	2 points
Progression will not allow completion within the maximum course duration or by the CoE end date	1 point
Not meeting any additional requirements specific to the course	1 Point
Did not attend or engage with mandated intervention meeting or strategies	Immediate Level 3

The support for students in accordance with the level is as follows:

Level	VET	Support
Early intervention	<p>Non attendance in week 1 of study period</p> <p>OR</p> <p>Have limited engagement in class</p>	<p>The student will be provided with information aimed at reinforcing effective study practices and increasing awareness of available services, resources and support options.</p>

Level	VET	Support
Level 1 support	<p>Student accumulates a support indicator weighting of 1</p> <p>e.g. attendance below 80% in a study period; or NYC result for 1 unit in a study period; or progression places the CoE course end date at risk; or does not meet a course-specific requirement.</p>	<p>Notice of Unsatisfactory Course Progression</p> <p>Where a VET student's attendance falls below 80% but remains at or above 70%, and the student is otherwise maintaining satisfactory course progress, they may be eligible to re-submit assessments in any unit with a NYC result during the following study period as part of their intervention strategy</p> <p>FIP strongly recommended but not mandated</p> <p>FIP designed in accordance with the student's needs</p> <p>Evidence of student's engagement with the FIP will be recorded and considered in subsequent unsatisfactory course progression outcomes</p>
Level 2 support	<p>Student accumulates a total support indicator weighting of 2-3</p> <p>e.g. NYC in more than 1 unit in a single study period (2 points); or a combination of attendance and NYC breaches across one or more study periods totalling 2-3 points; or two or more separate study periods each with a weighting of 1.</p>	<p>Notice of Unsatisfactory Course Progression</p> <p>FIP mandated and monitored in the next study period</p> <p>FIP designed in accordance with the student's needs</p> <p>Where a VET student's attendance falls below 80% but remains at or above 70%, and the student is otherwise maintaining satisfactory course progress in all other indicators, they may be offered catch-up classes with a trainer as part of their intervention strategy.</p> <p>Evidence of student's engagement with the FIP will be recorded and considered in subsequent unsatisfactory course progression outcomes</p>
Level 3 Action	<p>Student accumulates a total support indicator weighting of 4 or more; OR</p> <p>did not attend or engage with the mandated intervention meeting or strategies set under their Level 2 FIP.</p>	<p>Notice of Intention to Report (ITR) for international student visa holders</p>

10.0 Formal Intervention Plan (FIP) Process and Monitoring

A FIP is a personalised plan developed in conjunction with the student during an intervention meeting where the student has been identified as having unsatisfactory course progression. The purpose of the FIP is to outline required actions and/or enrolment conditions to support the student in improving their course progression in the subsequent study period.

During the intervention meeting, the SPT will:

- Explain the Course Progression Policy and Procedure and discuss the student's attendance and course progression
- Discuss the barriers that have prevented satisfactory course progression
- Identify and agree on appropriate strategies to support the student's improvement

The FIP may include, but is not limited to, one or more of the following actions and/or conditions:

- Requiring the student to attend regular progress review meetings with the SPT
- Approving a reduced study load for a specified period of time
- Referral to an Academic Support Officer
- Requiring participation in academic workshops and/or study support sessions
- Referral to the Pathway 2 Success Program for one study period
- Referral to Counselling and/or Wellbeing services
- Referral to an academic staff member for additional academic instruction and/or subject-specific support
- Recommending a suspension of studies, where compassionate and compelling circumstances apply

All agreed strategies and conditions are documented within the FIP. The student is required to sign the FIP and return it to the SPT. The SPT records the FIP in the Student Management System (RTO Manager) and monitors the student's engagement with the agreed strategies.

Students are required to comply with the conditions specified in the FIP. Failure to meet the requirements of the FIP may be taken into consideration in any subsequent course progression review where unsatisfactory course progression continues.

In accordance with the Diversity, Equity and Inclusion Policy, students in equity groups, as defined, will receive the support and reasonable adjustments required to participate in education on the same basis as other students.

11.0 Reporting course progression breaches

Students who are deemed as not meeting course progression, as outlined in section 5.0, may be reported to the Department of Home Affairs (DHA) via an Intention to Report (ITR).

Before imposing a cancellation, the Colleges will:

- inform the overseas student of that intention and the reasons for doing so, in writing
- advise the overseas student of their right to appeal through the internal complaints and appeals process, in accordance with Standard 10 (Complaints and appeals) of the National Code, within 20 working days.

When there is cancellation action taken under this standard, the Colleges will:

- inform the overseas student of the need to seek advice from Immigration on the potential impact on his or her student visa
- report the change to the overseas student's enrolment under section 19 of the ESOS Act.

The cancellation of the overseas student's enrolment cannot take effect until the internal appeals process is completed, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

12.0 Reporting Overseas Student Visa Holders

In cases where a student does not comply with the FIP and fails to attend scheduled meetings, or cannot complete the course within the expected duration, the Colleges may take further action, including exclusion from the course and reporting the student for a breach of course progression.

Following an Intention to Report (ITR) for Course Progression, the Registrar determines if the student is to be reported based on the information provided by the SPT and reports the breach of course progression in PRISMS in cases where:

- the student has chosen not to access the internal complaints and appeals process within the 20-working day period.
- the internal complaints and appeals processes have been completed, and the breach has been upheld.

- the student withdraws from the internal appeals process by notifying the Colleges in writing.

The Registrar sends formal communication to the student outlining the decision made by the Colleges for reporting and subsequent course cancellation.

13.0 Exclusion from study

The Colleges may exclude a student from the course under certain circumstances. For overseas students, exclusion will result in the cancellation of their CoE, which will be reported to the Department of Education and Department of Home Affairs via PRISMS.

Grounds for exclusion include (but are not limited to):

- The student fails to fulfill their financial obligations by not paying the required tuition fees by the scheduled due date
- The student violates a condition of their visa
- Misconduct, or a serious breach of the Student Code of Conduct
- Where a student's progression has been deemed as unsatisfactory.

Before the Colleges proceed with cancelling the student's enrolment for exclusion-related reasons, the student will be issued with a formal Intention to Report (ITR) notice. This notice will outline:

- The reason for the proposed cancellation of enrolment
- The student's right to access internal appeals process within 20 working days of receiving the notice
- Information about the complaints and appeals process, including how to lodge an appeal
- That the Colleges will not report the student to the Department of Home Affairs unless the appeal period has expired or the appeal outcome supports the Colleges decision.

Students may access the Colleges' internal complaints and appeals process to respond to the proposed exclusion. During this period:

- the Colleges will not report the student through PRISMS.
- The student's enrolment will be maintained while the internal appeal is underway.

If the student:

- Does not lodge an appeal within the 20 working day timeframe; or
- Withdraws from the appeal process; or
- Completes the appeal process and the Colleges' decision is upheld;

Then the exclusion will proceed, and the Colleges will cancel the student's CoE in PRISMS. This will occur within 31 calendar days, in accordance with section 19 of the ESOS Act 2000.

14.0 Complaints

Students should refer to the Student Complaints and Appeals Policy if they have a complaint about decisions made by the Colleges under this policy.

15.0 Appeals

A student may appeal an ITR based on unsatisfactory Course Progression, issued under this policy, within 20 working days, as detailed in the Complaints and Appeals Policy. Any appeal request submitted after this date will be denied and the student will be reported under legal obligations within the ESOS Act. Students can appeal for one or more of the following reasons:

- The results were incorrectly recorded or calculated
- There was a lack of procedural fairness in the way the student's course progression was reviewed
- The determination was unreasonable or cannot be supported by the evidence, and/or
- There are compassionate and compelling circumstances that are supported by appropriate documentation.

An appeal determination may result in any of the following outcomes:

- Upholding the decision to cancel the student's enrolment
- Upholding the student's appeal without conditions, or
- Upholding the student's appeal with conditions.

If there is an open internal appeal related to Course Progression, the student must not be cancelled.

16.0 Process

16.1 Higher Education – Early Intervention

Process	Responsibility
Week 2 of study period Log students who were absent in Week 1 in the Student Management System in a timely manner.	Student Support/ Course Coordinator
Week 3 of study period Log students who were absent in Week 2 in the Student Management System in a timely manner.	
Log students who are not engaging in class or on Moodle in the Student Management System in a timely manner.	
Log students who did not submit their first assignment in the Student Management System in a timely manner	
Log students who failed their first assignment in the Student Management System in a timely manner.	
Monitor the Student Management System for Early Intervention indicators in accordance with Section 9.0 and send identified students the information sheet aimed at reinforcing effective study practices and increasing awareness of available services, resources and support options.	Student Progress Team

16.2 Higher Education – Level 1 Support

Process	Responsibility
Log all course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 1, place the student at Level 1 Support.	Student Progress Team
Send students who fit the Level 1 Support category in Section 9.0 the Level 1 At Risk Letter inviting them to an intervention meeting. Students are informed the meeting is strongly recommended but not mandated.	

16.3 Higher Education – Level 2 Support

Process	Responsibility
Log all course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 2–3, place the student at Level 2 Support.	Student Progress Team
Send students who fit the Level 2 Support category in Section 9.0 the Level 2 At Risk Letter inviting them to a mandatory intervention meeting.	

Process	Responsibility
If the student does not attend the meeting send a reminder letter with a new meeting time.	
Complete the FIP with the student during the intervention meeting.	
Ensure the signed FIP is uploaded to the Student Management System (SMS).	
The FIP is monitored during the current and next study period to ensure the student is engaging with the strategies.	
Attend the intervention meeting and work with the SPT to develop a FIP. Sign and return the FIP as soon as the intervention meeting has concluded.	Student
Where a student does not attend or engage with the mandated intervention meeting or strategies set under their Level 2 FIP, escalate the student to Level 3 Action.	Student Progress Team/ Academic Team

16.4 Higher Education – Level 3 Action

Process	Responsibility
Log all course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 4 or more, place the student at Level 3 Action.	Student Progress Team
Send students who fit the Level 3 Action category outlined in Section 9.0 an Intention to Report (ITR) Letter.	
Document details of all students receiving an ITR on the ITR and Cancellation Register.	
If student lodges an appeal against the ITR for Course Progression process it in line with the Complaints and Appeals Policy and Procedure	Student Complaints and Conduct Team
Monitor the ITR and Cancellation Register to ensure cancellations are sent 20 working days after the ITR for Course Progression was sent.	Registrar

16.5 Vocational Education and Training – Early Intervention

Process	Responsibility
Week 2 of study period Log students who were absent in Week 1 in the Student Management System in a timely manner.	Course Coordinator
Log students who are not engaging in class in the Student Management System in a timely manner.	
Monitor the Student Management System for Early Intervention indicators in accordance with Section 9.0 and send identified students the information sheet aimed at reinforcing effective study practices and increasing awareness of available services, resources and support options.	Student Progress Team

16.6 Vocational Education and Training – Level 1 Support

Process	Responsibility
Log all unsatisfactory course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 1, place the student at Level 1 Support.	Student Progress Team
Send students who fit the Level 1 Support category in Section 9.0 the Level 1 At Risk Letter inviting them to an intervention meeting. Students are informed the meeting is strongly recommended but not mandated.	

16.7 Vocational Education and Training – Level 2 Support

Process	Responsibility
Log all unsatisfactory course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 2–3, place the student at Level 2 Support.	Student Progress Team
Where a student's attendance falls below 80% but remains at or above 70%, and the student is otherwise maintaining satisfactory course progress in all other indicators, advise the student of their eligibility for catch-up classes with a trainer and arrange accordingly to support their course progress.	
Send students who fit the Level 2 Support category in Section 9.0 the Level 2 At Risk Letter inviting them to a mandatory intervention meeting.	
If the student does not attend the meeting, send a reminder letter with a new meeting time.	
Complete the FIP with the student during the intervention meeting.	
Ensure the signed FIP is uploaded to the Student Management System (SMS).	
The FIP is monitored during the current and next study period to ensure the student is engaging with the strategies.	
Attend the intervention meeting and work with the SPT to develop a FIP. Sign and return the FIP as soon as the intervention meeting has concluded.	Student
Where a student does not attend or engage with the mandated intervention meeting or strategies set under their Level 2 FIP, escalate the student to Level 3 Action.	Student Progress Team/ Academic Team

16.8 Vocational Education and Training – Level 3 Action

Process	Responsibility
Log all unsatisfactory course progression indicators in the Student Management System in a timely manner in accordance with Section 5.0.	Academic Team
Document details of all students who are eligible for resubmissions on the VET Resubmission Register.	
Monitor the Student Management System for unsatisfactory course progression indicators, apply the corresponding support indicator weighting in accordance with Section 9.0, inclusive of any previously accumulated weighting. Where the total weighting is 4 or more, place the student at Level 3 Action.	Student Progress Team

Process	Responsibility
Monitor the VET Resubmission Register and ensure no student on the Register is sent an ITR.	
Send students who fit the Level 3 Action category (and who are not on the VET Resubmissions Register) outlined in Section 9.0 an Intention to Report (ITR) Letter.	
Document details of all students receiving an ITR on the ITR and Cancellation Register.	
If student lodges an appeal against the ITR for Course Progression process it in line with the Complaints and Appeals Policy and Procedure	Student Complaints and Conduct Team
Monitor the ITR and Cancellation Register to ensure cancellations are sent 20 working days after the ITR for Course Progression was sent.	Registrar

Note that at any time a staff member is concerned about the engagement or progression of a student they can refer a student to the SPT directly.

17.0 Attendance Monitoring

The Colleges monitor student attendance to support engagement and identify students who may require early intervention. The following processes apply:

- Student attendance is recorded for each class and input into RTOManager by the Lecturer or Trainer.
- Academic staff member concerned about the attendance of a student can refer a student to the SPT directly.

18.0 Extending the Duration of Study

The Colleges will only consider an extension to a student's course duration and Confirmation of Enrolment (CoE) under the following circumstances as required under the National Code 2018 where:

- Compassionate or compelling circumstances must exist beyond the student's control, which is supported with valid evidence. The SPT with the oversight of the Dean will verify evidence provided.
- Compassionate or compelling circumstances in this context are those beyond the control of the overseas student and which have a significant impact upon the overseas student's course progression or wellbeing. These include:
 - Serious illness or injury, where a medical certificate states that the overseas student was unable to attend classes for a significant period of time, or
 - Hospitalisation of the student, including giving birth, or
 - Bereavement of close family members such as parents or grandparents (a death certificate should be provided), or
 - Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the overseas student's studies, or
 - A traumatic experience, which could include:
 - involvement in, or witnessing of a serious accident
 - witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports)
- The student is on a provider-initiated FIP, having been assessed by the SPT as at risk of not meeting course progression requirements.
- An approved deferral or suspension of the student's enrolment has occurred.

Financial hardship or inability to pay tuition fees will not be considered as compassionate or compelling circumstances.

In the instance of requesting extending the duration of study due to compassionate or compelling circumstances. Students must apply for a Course Variation on Workflow and include evidence in support of their application. Medical certificates, or equivalent, used as evidence must be signed by an Australian Registered Health Practitioner or registered overseas equivalent. All applications are assessed, with approval of extending the duration of study being required by the SPT with oversight from the Dean.

If the Colleges approve an extension to the duration of an international student's study, a request will be submitted via PRISMS and a new CoE issued as required. This may have an implication on the student's visa, for example if the student's visa will expire prior to completion of the course under the new CoE, the student will need to apply for a new student visa (subclass 500) to complete their study.

19.0 Course Variation

19.1 Processing Applications for Course Variation

The SPT runs frequent reports of all students with an impending CoE expiry. These students are contacted by the SPT to undertake an intervention meeting. Students requesting a variation to their course due to compassionate or compelling circumstances are required to provide evidence, which is verified by the SPT.

The student must submit their Application for Course Variation form through Workflow. Applications for Course Variation are received by the Workflow Team (Student Administration) and verification of evidence is provided by the SPT with oversight from the Dean.

Applications for Course Variation are processed within 10 working days of receipt with students advised of the outcome in writing. The Workflow Team updates PRISMS as needed. The SPT with the oversight of the Dean will make all determinations on whether to accept or deny each application for course variation.

19.2 Extending Course Duration

The Colleges may extend a student's enrolment in cases where:

- After application by the student for a course variation, the SPT with the oversight has assessed that there are compassionate or compelling circumstances, and there is validated evidence to support this assessment.
- The SPT has implemented or is in the process of implementing, a FIP for the student who is at risk of not meeting course progression requirements; or
- An approved deferral or suspension of the student's enrolment has occurred.

The student is issued a communication to explain the reasons for the decision and any necessary steps the student must take or changes to their Confirmation of Enrolment (CoE).

Where the Colleges decides to extend the duration of an international student's study, the Registrar will report via PRISMS and/or issue a new CoE as required.

20.0 Reporting a Provider Default

In accordance with section 46 of the ESOS Act, the Colleges' Registrar will report a provider default via PRISMS within 3 days of the default occurring. A provider default is in situations where:

- The course does not commence on the scheduled start date;

- The course ceases to be provided after the commencement but before a student can complete it; or
- The Colleges are no longer able to provide the course in which the student is enrolled, at any time before the course end date.

In such cases, the Colleges will:

- notify the affected student in writing as soon as practicable;
- Offer an alternative course (at the Colleges or another provider) at no additional cost to the student, where available; and
- Refund any unspent tuition fees in accordance with the Education Services for Overseas Students (Calculation of Refund) Specification 2014.

21.0 Reporting Changes to Student Enrolment via PRISMS

In accordance with section 19 of the ESOS Act 2000, the Colleges will report changes to an international student's enrolment via PRISMS within 31 calendar days, in the following circumstances:

- The student does not commence the course on the expected start date (non-commencement);
- The student withdraws from the course before or during the period of enrolment;

The Colleges excludes the student from the course due to:

- Non-payment of required tuition fees;
- Breach of a student visa condition; or
- Serious misconduct or breach of the Student Code of Conduct.

Each change must be recorded using the appropriate Student Course Variation (SCV) reason in PRISMS, and supporting documentation must be retained in the student's file on RTOManager.

22.0 Online Learning

The Colleges reserve the right to deliver up to 33% of subjects within an accredited qualification through online learning.

If online learning is offered, the student must study at least one face-to-face unit in each study period, with the exception of the last unit of their course if the unit is only offered through online learning.

23.0 Compulsory study periods

Under the National Code 2018, individuals on a student visa are required to maintain a face-to-face enrolment in every compulsory/mandatory study period.

For the avoidance of doubt, every study period (which includes terms, trimesters and semesters) is a compulsory study period.

24.0 Non-Enrolment in a Compulsory Study Period

A student who fails to enrol in a compulsory study period (without an approved deferment, suspension, or withdrawal) is considered to have ceased their studies. This is treated as student-initiated indirect withdrawal.

The Colleges will send reminder and warning communications to any student who is not enrolled in a consecutive compulsory study period, advising that failure to maintain enrolment will result in cancellation of their CoE.

If the student does not re-enrol within the required timeframe, the student's CoE will be cancelled in PRISMS using the appropriate Student Course Variation (SCV) reason. This will be actioned within 31 calendar days and in accordance with section 19 of the ESOS Act 2000.

25.0 Responsibilities

Provost

- Ensure the Colleges policies, processes, systems and approach to course progression support the needs of students, a positive learning environment and quality academic outcomes.
- Report annually to the Academic Board on course progression matters including cohort issues and academic outcomes.

Head of Operations

- Oversee processes to ensure student course progression is handled efficiently and in accordance with legislative and compliance obligations.
- Ensure students have access to accurate information in relation to their course progression.
- Facilitate student access to available supports and learning development opportunities for satisfactory course progression.
- Establish and regularly review consistent practices and templates for the provision of academic success advice and FIPs.

Student Progress Team

- Maintains the Course Progression Register.
- Informs students about the Course Progression Policy and Procedure during orientation sessions.
- Monitors and evaluates students' course progression.
- Reviews and assigns support information to students who have met overall progression requirements but did not attend a class or have not or have limited engagement with the LMS.
- Conducts intervention strategy meetings for students not meeting course progression requirements.
- Assists students to identify barriers to progression and propose appropriate solutions.
- Records, manages and monitors FIPs to ensure engagement with the strategies.
- Seeks documentation about compassionate and compelling circumstances and verify authenticity for students with unsatisfactory course progression, if required.
- Issues written notices of ITR to students and inform them of their rights to access the internal appeals process.
- Issue notifications and ITRs to students who fail to attend intervention strategy meetings or meet course progression requirements.
- Liaises with Registrar and documents all students who have received an ITR.
- Makes recommendations to the Registrar regarding student reinstatement where applicable.
- Clearly document all communication with students on Student Management System.

Academic Team

- Log relevant student progress information the learning management system and in RTO Manager in a timely manner
- Engage with students who are referred by the SPT additional academic instruction and/or subject-specific support.

Registrar

- Informs students about the Course Progression Policy and Procedure before formal admission.
- Processes applications for course variation.
- Sends formal communications regarding course cancellation/extension decisions.
- Recommends final decisions regarding course cancellation/extension decisions.
- Report students who do not meet course progression or attendance requirements to the DHA via PRISMS, where required.

Dean

- Provide oversight of the approval of applications for course variation to extend course duration.

Student Resolution and Conduct Team

- Review and determine appeals against course progression decisions, ITRs or cancellations in accordance with the Student Complaints and Appeals Policy.

Students

- Familiarise themselves with the requirements for achieving satisfactory course progression including attendance.
- Actively engage in their courses, adhere to attendance requirements and strive to meet the established standards.
- Attend intervention strategy meetings and engage with any improvement strategies or interventions.
- Exercise their right to appeal if issued an Intention to Report, following the procedures outlined in the Complaints and Appeals Policy.

Definitions

Term	Definition
Attendance	Refers to the physical presence of an overseas student in scheduled classes, tutorials, lectures, practical sessions, or other required educational activities within the course. It is measured as a percentage of the scheduled contact hours for the course.
Compassionate or Compelling Circumstances	Refers to circumstances beyond the control of the overseas student that have a significant impact on their course progression or well-being. These circumstances may include serious illness, bereavement, major political upheaval, natural disasters, or traumatic experiences. Medical certificates, or equivalent, used as evidence must be signed by an Australian registered health practitioner or registered overseas equivalent.
Confirmation of Enrolment (CoE)	Confirmation of Enrolment (CoE) provides evidence of a student's enrolment with a provider registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). This evidence is required before the Department of Home Affairs will issue a student visa. The CoE contains information about the provider, agent (if involved), course and duration of study in which the student has enrolled.

Course Progression	Refers to the satisfactory completion of academic requirements and milestones within a course as outlined in the registered provider's policies and procedures. It includes the completion of assessments, assignments, examinations, and other academic tasks.
Course Variation	Refers to an approved change to a student's enrolment, including but not limited to an extension of course duration, deferral, suspension, or other changes affecting the student's Confirmation of Enrolment (CoE).
External Complaints and Appeals Process	Refers to the external body or authority to which overseas students can escalate their complaints or appeals if they are not satisfied with the outcome of the internal complaints and appeals process. The specific external body may vary depending on the jurisdiction or regulatory framework.
Formal Intervention Plan (FIP)	A personalised written plan developed in consultation with the student during an intervention meeting where unsatisfactory course progression has been identified. The FIP outlines agreed actions, conditions, and support strategies to assist the student to return to satisfactory course progression.
Higher Education (HE)	Refers to accredited higher education programs delivered by the Colleges in accordance with the Higher Education Standards Framework (Threshold Standards).
Intention to Report (ITR)	A formal written notice issued to an overseas student advising that the Colleges intend to report the student to the Department of Home Affairs via PRISMS for a breach of course progression or visa conditions, subject to the outcome of any complaints or appeals process.
Internal Complaints and Appeals Process	Refers to the Colleges' established procedure for handling and resolving complaints and appeals raised by overseas students regarding course progression, attendance, or related matters. It provides students with an avenue to seek review or resolution of their concerns internally.
International Student	Refers to a student who is not an Australian citizen, Australian permanent resident, or New Zealand citizen, and who is studying in Australia on a student visa.
Intervention Strategy/Plan	A set of actions, procedures, and support mechanisms put in place by the Colleges to assist overseas students who are at risk of not meeting course progression or attendance requirements. The intervention strategy aims to provide appropriate assistance to students to improve their progress or attendance.
Not Yet Competent (NYC)	A result used in Vocational Education and Training (VET) programs indicating that a student has not yet demonstrated competency in the required assessment or unit of competency.
PRISMS	The electronic reporting system used for reporting student-related information to the relevant authorities, such as the Department of Home Affairs.
Student Progress Team (SPT)	The designated team responsible for monitoring course progression, managing intervention processes, implementing Formal Intervention Plans, and coordinating reporting obligations where required.

Unsatisfactory Course Progression	Occurs where a student fails to meet the defined requirements for satisfactory course progression as outlined in this Policy and Procedure, including academic performance, attendance requirements (where applicable), or inability to complete the course within the approved duration.
Vocational Education and Training (VET)	Refers to nationally recognised training programs delivered by the Colleges in accordance with the Standards for Registered Training Organisations (RTOs).

Related Policies

- Attendance Monitoring ELICOS Policy and Procedure
- Deferment Suspension Cancellation and Withdrawal Policy and Procedure
- International Student Reporting on PRISMS Policy and Appendix 1
- Complaints and Appeals Policy and Procedures
- Student Handbook
- Student Orientation Policy
- Student Record Management Policy
- Student Assessment and Grade Management Policy
- Diversity, Equity and Inclusion Policy

Document Information

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Change Log

Date	Version	Version by	Notes
22/05/2012	1	RF	New format, Skills for VIC eligibility/concession section
27/7/12	1.2	RF	Updated pre-training review information
28/1/2015	2	BS	Split out from multiple program policy. HE only (to be re-endorsed by AB at next meeting)
30/6/2016	2.1	BS	Change logos
171219	171219	BS	Name change
181227	181227	BS	Change “at least” to “more than” as intent
190411	190411	BS	Refer to national code standard 10, other amendments
191119	191119	BS	Insert diagrams, change PRISMS reporting times
201214	201214	BS	Review, minor changes
26/04/2021	2.7	TW	Version updated to align with policy framework
12/01/2022	2.7	TW	Updated to current policy template
04/06/2023	2.8	Narelle Whatley	Updated to current policy template/changed branding requirements. Separation of procedure from policy and creation of separate procedure (1.3.2). Rewording for clarity.
08/07/2025	2.9	Head of Risk and Compliance	Full review and update of policy, including name change.
10/09/2025	2.10	Anna Hall	Update of Roles and Responsibilities to included new Student Progress Team
07/05/2026	3	Assoc Dean – AQ	The policy has been expanded to cover both Acknowledge Education and the International College of Hotel Management. It introduces a tiered Early Intervention and Level 1 to 3 support framework, formalised Student of Concern referrals, updated governance roles, ESOS Act obligations, a VET Resubmission Register, and a maximum unit attempt cap
04/06/2026	3.1	Head of Quality and Risk	Clarified in sections 11 and 12 that provider-initiated cancellations cannot take effect until the student has completed the internal appeals process, but do not need to be delayed pending an external appeal, provided students are informed of their external appeal rights and any successful external appeal outcome is implemented immediately.