



Monitoring Course Progress and Student Attendance Policy and Procedure

Version 2.1

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1. Purpose

The purpose of this policy is to establish a systematic framework and process to ensure that students complete their courses within the duration specified on their Confirmation of Enrolment (CoE). It requires students to maintain both the required course attendance and course progress levels, as outlined in this policy. This policy aligns with the regulatory requirements of Standards 2.3, 2.4 and 2.6 of Outcome Standards 2025 and Standard 8, Clauses 8.1, 8.3–8.4, 8.9 and 8.13–8.17 of the National Code 2018.

2. Scope

This policy applies to all students and relevant college staff, including the management, trainers and assessors, external compliance officer, student support officer, CEO, and any other college staff who are involved in the supervision of student course attendance and course progress.

3. Definitions

Terms	Definitions
The college	Refers to Matic International College
Appeal	A formal request by a student to have a decision affecting them reassessed or reconsidered in relation to not fulfilling satisfactory course attendance and/or course progress requirements. Appeals shall be filed in accordance with the <i>Complaints and Appeal Policy and Procedure</i> of the college.
Course	Refers to qualification
CoE	Refers to the Confirmation of Enrolment. It is a document that is issued by the college to prospective international students, and that must accompany their application for a student visa. It confirms the prospective international student's eligibility to enrol in the course at the college. CoE contains details about the course of study and the duration of the course, that is, the duration in which the student is required to complete the requirements of that course.
ISP	Refers to the Intervention Strategy Plan
Medical Certificate	A signed statement from a registered medical practitioner, health practitioner or approved health specialist certifying a period during which a student is/has been affected by a medical condition impacting their participation and/or attendance. A medical certificate may be issued by the following medical and health practitioners registered under the Health Practitioner Regulation National Law, including but not limited to a general medical practitioner, psychologist, chiropractor, dentist, optometrist, osteopath, physiotherapist, podiatrist and

Terms	Definitions
	approved other health specialists.
National Code 2018	National Code of Practice for Providers of Education and Training to Overseas Students 2018
ESOS Act 2000	Education Services for Overseas Students Act 2000
Outcome Standards 2025	National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025
Training and Wellbeing Support Services	Refers to the services and resources designed to support students in meeting the training product requirements and successfully completing their course, including but not limited to assistance that addresses their academic, physical, mental, and emotional well-being needs.
PRISMS	Refers to Provider Registration and International Student Management System.
Course Progress	Refers to the academic course progress, which is a measure of advancement within a course towards the completion of that course, irrespective of whether course completion is identified through academic merit or skill-based competencies. Every student is required to maintain their course progress to be able to complete the requirements of that course within the course duration, as mentioned in the CoE.
Students	Refers to international students.
The Intention to Report letter	Refers to a formal notification to a student that the college intends to report their non-compliance with course attendance requirements and/or unsatisfactory course progress to the Department of Home Affairs (DHA).
UoC/UoCs	Refers to unit/units of competency.
A quarterly basis	There are four calculations based on a quarterly basis. They are as follows: (i) the first quarter - January to March, (ii) the second quarter - April to June, (iii) the third quarter - July to September, and (iv) the fourth quarter – October to December.

4. Policy Statement

To comply with Standards 2.3, 2.4 and 2.6 of Outcome Standards 2025 and Standard 8, Clauses 8.1, 8.3–8.4, 8.9 and 8.13–8.17 of the National Code 2018, the college has in place a systematic process to monitor the course attendance and course progress of every student who is enrolled with the college. This monitoring is essential to ensure that students can successfully complete their courses within the specified duration as indicated on their CoEs.

In this policy and procedure, the college will focus on four areas:

- i. Course attendance
- ii. Course progress
- iii. Intervention strategies
- iv. Notification to the Department of Home Affairs

5. Procedures

The student is required to meet the two (2) requirements, which are related to

- (i) Course attendance, and
- (ii) Course progress.

Detailed procedures for these two requirements are provided below:

5.1 Monitoring Student Course Attendance

Regular attendance supports consistent learning and helps students stay engaged with course content. Students who fail to attend regularly may miss important information, assessments, or practical activities, which can negatively affect their academic progress. Thus, it is a student's responsibility to ensure they attend classes. They are also expected to understand and comply with the attendance requirements. In cases where a student is unable to attend, it is their responsibility to notify and discuss the absence with their trainer or assessor as early as possible.

The specific attendance requirements, procedures for notifying absences, and support available to students are outlined in the following sections.

5.1.1 The attendance requirements

If a student's attendance drops below 80% of the scheduled class sessions on a quarterly basis, the student is at risk of not meeting the course attendance requirements. If the student's attendance further drops below 70%, the student will be identified as failing to meet the required course attendance requirements. To achieve satisfactory attendance, students are required to attend a minimum of 80%

of the scheduled class sessions on a quarterly basis.

In cases where students are unable to attend classes due to specific circumstances or difficulties, it is their responsibility to inform the college about their absence. They should contact Student Support Officer, as well as their trainers and assessors, to notify them. Additionally, students are expected to provide a valid reason for their absence. If they anticipate being away from classes for an extended period, the student should inform the college and apply for Leave of Absence.

For the purposes of monitoring and reporting, attendance is calculated based on the total number of scheduled class sessions and the number of sessions the student actually attended during the quarter. However, if a student is unable to attend class and the absence is approved by the college, it will not be recorded as “absent”.

Attendance percentage for each quarter is calculated as follows:

$$\text{Attendance \%} = \frac{\text{Class Sessions Attended}}{\text{Scheduled class sessions}} \times 100$$

5.1.2 Processes for recording course attendance

Students are required to record their attendance for each of their scheduled class sessions. This is to record that the students are attending all their scheduled classes. The relevant trainer and assessor will be responsible for recording the attendance of the classes. The record of attendance will be kept electronically by the Student Support Officer.

The process of providing the notification to the students regarding the course attendance requirements is explained below: -

5.1.2(a) Notification to students

The college will contact students via phone call or email to provide notification relating to the course attendance requirements and their visa conditions (if applicable)^{2,3}. This notification will be issued to students who are at risk of not maintaining satisfactory attendance or who have already failed to meet the required course attendance requirements.

The approach to provide notification can be:

¹ The student’s attendance percentage will not be negatively affected by the approved leave. The college does not intend to penalise students for unforeseen or emergency circumstances, such as sickness.

² A breach of student visa conditions may not apply to individuals who do not hold a Student Visa (subclass 500) or any other visa subclass that includes condition 8202, which requires them to meet course requirements.

³ A student with student visa -subclass 500 (Condition 8202) is expected to maintain satisfactory attendance in your course and course progress for each study period as required by your education provider. Refer to <https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions?product=500#>

- a. Phone Call
- b. Reminder via email

Phone Call Notification

First, the Student Support Officer is responsible for calculating each student's attendance percentage every quarter. Second, if a student's attendance falls below 80% of the scheduled course contact hours, the Student Support Officer will contact the student by phone to provide a notification. During the call, the student will be informed about the importance of maintaining satisfactory attendance and reminded of the attendance requirements related to their visa conditions⁴.

Email Notification

The Student Support Officer will send an email reminder to students who are at risk or have failed to meet the course attendance requirements. This email will reiterate the importance of maintaining satisfactory attendance and outline the potential consequences of continued non-compliance, particularly in relation to student visa requirements. It will also provide clear instructions on how students can improve their attendance and include contact information for further support or clarification.

5.1.2(b) Intervention for consecutive absences and at-risk students

The Student Support Officer is responsible for identifying the students who have been absent for more than five (5) consecutive days (scheduled class sessions) without approval, or at risk of not meeting the course attendance requirements. When such a case is identified, the college will contact the students by phone and/or email to notify them of the absence and request an immediate engagement. The Student Support Officer will arrange an intervention strategy plan (ISP) meeting with the students to discuss the reasons for absence, to verify any supporting documentation and to offer support.

5.1.2(c) Intention to Report and Notification to the Department of Home Affairs

When a student maintains unsatisfactory course attendance without demonstrating valid reasons or engaging with the college's intervention strategies, the following steps will be taken:

First, Student Support Officer will escalate the students' cases to the CEO for an intention to report. The Student Support Officer will provide students who do not meet the satisfactory course attendance requirements with a written notice of the college's intention to report their non-compliance to the Department of Home Affairs, with the reason for the report clearly stated.

In the written notice, students will be informed of their right to participate in intervention strategies

⁴ In some cases, students may not answer the phone on the first attempt. The Student Support Officer will make an additional attempt to contact them. The purpose of the call is to remind students of their obligation to maintain satisfactory course attendance.

offered by the college. These strategies are designed to help them improve their course attendance and return to a satisfactory level. Furthermore, the notice will inform students of their right to access the college's complaints and appeals process⁵ within twenty (20) working days of receiving the intention to report notice⁶.

If the student does not engage in the intervention strategies and is dissatisfied with the outcome of the internal complaints and appeals process, they will be informed of the right to access the external complaints and appeals process. The college will provide the contact details of the appropriate external complaint and appeal body.

Once both the internal and external complaints and appeals processes have been completed, and the outcome supports the college's decision to report the student to the Department of Home Affairs, the college will proceed to report the student in PRISMS. Additionally, if the student does not access the college's internal or external complaints and appeals process within twenty (20) working days of receiving the notice, the college will report the student's unsatisfactory course attendance to PRISMS.

Note: Students are required to maintain compliance with the college's course attendance obligations while undergoing both the internal and external complaints and appeals processes.

5.1.3 Assistance to students

If a student who receives the notification reaches out to the college, they will receive comprehensive, individualised support to help improve their attendance and meet course attendance requirements. The Student Support Officer along with trainers and assessors (if required), will initiate contact to discuss any difficulties the student may be experiencing, such as personal challenges, health issues, or academic struggles.

The support process⁷ may include, but is not limited to:

1. **Initial consultation:** A one-on-one meeting or phone call to understand the student's circumstances and barriers to attendance.
2. **Academic counselling:** Providing guidance on study techniques, time management, and prioritisation to help the student catch up with coursework.
3. **Referral to support services:** Connecting students with appropriate resources such as mental health counselling, financial aid services, disability support, or health services.
4. **Flexible study arrangements:** Where justified, offering options such as adjusted class schedules, leave of absence, or extensions on assignments to accommodate the student's

⁵ Refer to *Complaint and Appeal Policy and Procedure*

⁶ Refer to Clause 8.13.3 of National Code 2018.

⁷ The college will tailor the support provided, selecting only the assistance that best meets the individual needs of each student, rather than applying all types of support simultaneously.

situation.

5. **Regular monitoring and follow-up:** Ongoing check-ins to review attendance and academic progress, ensuring the student stays on track.
6. **Clear communication of responsibilities:** Ensuring the student understands the attendance requirements and the potential consequences of continued non-compliance, including visa implications if applicable.
7. **College announcements:** the college's announcements during orientation sessions, or via the college's communication channels (such as emails) can reinforce the importance of attendance. These announcements can highlight attendance requirements, share success stories of students who improved their attendance, and remind students of the support available. This approach raises overall awareness and motivates students collectively.
8. **After-class discussions:** Trainers and assessors can engage students in brief discussions after class to emphasise the value of regular attendance. These conversations provide a personal touch, allowing educators to address any concerns, encourage commitment, and build rapport. Such direct interaction helps students feel supported and accountable, making them more likely to attend future classes.

The college is committed to providing a supportive environment, encouraging students to take advantage of available resources to successfully maintain satisfactory attendance and complete their studies.

5.1.4 Student – Appeal

Students may appeal decisions regarding unsatisfactory course attendance by submitting a *Complaints and Appeals Application Form*. The appeal must include grounds and supporting documents such as medical certificates or evidence of compassionate circumstances.

The college will acknowledge the appeal in writing and review the case, possibly inviting the student to a meeting. Appeals are typically resolved within ten (10) working days, with outcomes communicated in writing. Successful appeals result in the removal of the unsatisfactory course attendance record, and the college will support students for their continued enrolment. If students are dissatisfied with the outcomes, students may pursue an external independent review.

5.2 Monitoring Course Progress

The college is committed to ensuring students maintain satisfactory course progress as required by their program and visa conditions. Progress is monitored regularly by staff to ensure timely course completion. However, students are responsible for maintaining their progress, understanding the

requirements, and seeking support or participating in intervention strategies if they fall behind.

5.2.1 Course Progression Requirement

The college has established a course progress monitoring system for students. Course progress requirements are categorised into two stages: (i) students identified as being at risk of not meeting satisfactory course progress, and (ii) students who have failed to maintain satisfactory course progress.

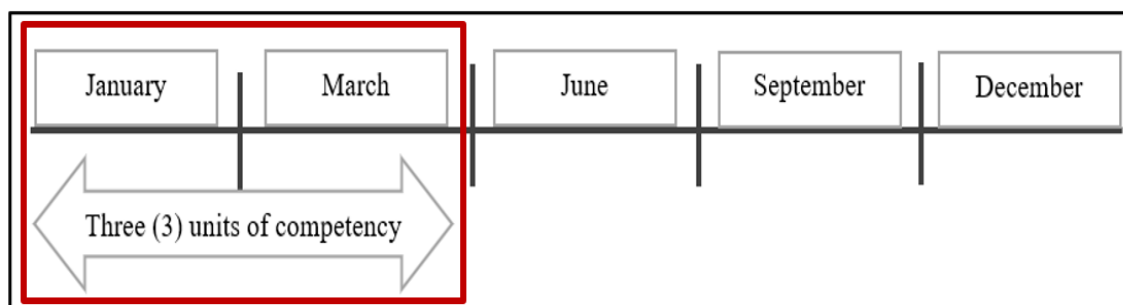
5.2.1 (a) – At risk of not meeting satisfactory course progress

To ensure the students are making satisfactory academic progress and are on track to complete their training product within the expected duration, the college implements two types of course progression monitoring processes:

(i) Course progress monitoring for students

Students' course progress is reviewed at the end of each academic quarter. To avoid being at risk for failing satisfactory course progress, the student must maintain at least 60% of the total UoCs⁸ delivered each quarter. The figure provided below is an example of how the monitoring system will work for the first three months

Figure 1: Example of the monitoring system for the first three months – January to March



According to figure 1 provided above, the student is required to study three (3) units of competency during the first three (3) months (i.e., January to March)⁹. Thus, if the student, in this example, wishes to avoid being at risk of not meeting satisfactory course progress, they must maintain successful completion for at least 60% of their study in the first quarter. Therefore, the following calculation will be applied:

- During the first 3 months, if the student is required to study 3 units; therefore, 60% of 3 will be 1.8 which can be rounded up to be 2, this means that the student must achieve at least 2 out of 3 required units of competency to avoid being at risk of not meeting satisfactory course progress.

⁸The total UoCs will be different depending on each quarter.

⁹The monitoring protocol will be implemented on a quarterly basis.

Please find below the table, as an example of the calculation for a different amount of UoCs delivered each quarter:

UoCs delivered each quarter	60% of the total UoCs delivered each quarter	Course Progress Requirement
3 UoCs	1.8	The student must successfully complete 2 out of 3 UoCs to avoid being at risk of not meeting satisfactory course progress.
4 UoCs	2.4	The student must successfully complete 3 out of 4 UoCs to avoid being at risk of not meeting satisfactory course progress.
5 UoCs	3	The student must successfully complete 3 out of 5 UoCs to avoid being at risk of not meeting satisfactory course progress.
6 UoCs	3.6	The student must successfully complete 4 out of 6 UoCs to avoid being at risk of not meeting satisfactory course progress.

This system will help the college systematically monitor a course progress of students. This will identify early enough whether they are at risk of not meeting satisfactory course progress. Students who fail to meet this threshold will be identified as at risk and may be required to participate in an Intervention Strategy Plan (ISP) to support their progress (refer to the section below for intervention strategies).

Prerequisite unit monitoring

In addition to overall academic progress, the college monitors whether students have successfully completed the required prerequisite UoCs before progressing to subsequent units. Students who fail to achieve the necessary prerequisite units will be considered being at risk and must be placed in an immediate intervention strategy (e.g., adjusted study plan). These students will not be permitted to continue with the dependent units until the prerequisite requirements are met.

5.2.1 (b) Notification to Students

When the student is identified as being at risk of not meeting satisfactory course progress, the Student

Support Officer will be responsible for notifying the student via phone call or reminder via email¹⁰.

Phone Call Notification

The Student Support Officer is responsible for calculating each student's quarter academic progress percentage. If a student's progress does not reach 60% of the total UoCs delivered in a quarter, the officer will contact the student via phone call. The Student Support Officer will inform students of (i) their obligations to maintain satisfactory course progress, and (ii) their current status of their course progress. The Student Support Officer will also briefly discuss what students can do to improve their course progress. For example, the student will be requested to meet the trainers and assessors at the college to discuss how to handle the assessment and its submission.

Email Notification

The Student Support Officer will send an email reminder to students who are at risk of not meeting satisfactory course progress. The reminder will assist students in their awareness of their academic standing and understanding the importance of maintaining satisfactory course progress throughout their course. Early communication allows the college to identify students who may be at risk and provide timely support through appropriate intervention strategies. For students, maintaining satisfactory course progress is also a visa requirement (if applicable), and reminders serve as a crucial step in helping them stay compliant. Overall, this process promotes student accountability, encourages proactive engagement, and contributes to better learning outcomes.

5.2.1(c) Failure to meet satisfactory course progress

In the circumstances where the student fails to maintain at least 60% of the total cumulative UoCs¹¹ delivered in the current and previous quarters, then the student will be deemed as fail to meet satisfactory course progress.

For example, if the student is required to study 3 units in the previous quarter and 4 units in the current quarter, the total cumulative UoCs will be 7 units. Therefore, 60% of the total cumulative UoCs for the current quarter will be 4.2 which can be rounded up to be 5. This means that the student must achieve at least 5 out of 7 required units of competency to meet satisfactory course progress.

The notification process for students who fail to meet satisfactory course progress will follow the procedure outlined in Section 5.2.1(b).

***Note:** Support actions may include engagement check-in meetings, where the student is contacted to understand and address disengagement; adjustment of study plans or assessment resubmission, where the student is given an opportunity to catch up and stay on track with course progress; and*

¹⁰The notification channels can be in several platforms. They are not limited to the examples provided above. This is because, in some circumstance, the student may have compelling and compassionate circumstances where they need to have flexible approach for the communication (e.g., accident and hospitalised).

¹¹ The total UoCs can be different depending on each quarter based on the timetable.

counselling referral, where the student is connected to wellbeing support when personal circumstances are affecting their ability to study.

5.3 Intervention Strategies

Students may face challenges that prevent them from achieving their expected or desired course attendance and progress outcomes. These difficulties can also hinder their ability to complete the course within the stipulated duration. Therefore, the college should intervene in students' academic journeys as soon as it becomes aware of students' difficulties and course progress and/or attendance. To support students in their academic journey, the college outlines its intervention strategies focusing on three key aspects:

- i. when intervention strategies (IS) are to be provided to students,
- ii. who is responsible for developing IS, and
- iii. how IS are implemented.

Intervention strategies can be performed into two ways: (i) routine IS and (ii) non-routine IS.

5.3.1 Routine IS

Routine intervention strategies are applied when a student is identified as being at risk of not meeting, or failing to maintain, satisfactory course attendance or progress. In such cases, the Student Support Officer is responsible for calculating whether the student meets the required attendance and progress thresholds. Once a student who is at risk or fails to meet the requirements is identified, they will be notified of their academic responsibilities and invited to participate in an Intervention Strategy Plan (ISP) session with the college to support their academic improvement. During this process, Student Support Officer will work with other relevant stakeholders, such as trainers, to plan and develop the students' ISP. The '*Guide for Intervention Strategy Plan*' and '*Intervention Strategy Plan (ISP) form*¹²' are expected to be used to assist all stakeholders in preparing the ISP for students.

During the ISP session, Student Support Officer and/or trainers will engage with students to discuss any difficulties they may be experiencing, such as personal challenges, health issues, or academic struggles, to determine appropriate support measures. The current results of course attendance and/or progress will be prepared and presented to students in the ISP session. Lastly, the support service and conditions will be outlined to students. The students' responsibilities to comply with the ISP will also be informed during the meeting.

5.3.2 Non-Routine IS

Non-routine intervention strategies are initiated when students or staff members request additional

¹² Refer to Appendix 1 for *Guide for Intervention Strategy Plan*.

support. This may occur for various reasons — for example, a student successfully completes 3 out of 4 units of competency (UoC) in a certain quarter. The student fails to achieve the competency of the remaining UoC and holds 75% course progress in that quarter. Furthermore, when there are compelling and compassionate circumstances, a student can request the college to provide an ISP. Based on the example, students and/or staff members can lodge the *ISP Request Form* to support his or her study, such as the additional resubmission of an assessment.

Once the request is lodged, Student Support Officer will contact relevant stakeholders and start preparing the ISP session in the same way as what is discussed in Routine IS.

5.3.3 Training and Wellbeing Support Services

The college provides structured training and well-being support services to students at no extra cost. While students may request support services at any time, the college has established specific indicators to ensure these services are prioritised for those in need. This includes students identified as being at risk of not meeting satisfactory course progress or attendance requirements, as well as those who have already fallen below the satisfactory requirements. Support is allocated based on indicators¹³, which are grouped into three key categories:

- **Academic Indicators** refer to signs that a student is struggling to meet academic requirements. This may include receiving repeated *Not Competent (NC)* results, demonstrating difficulty understanding assessment instructions, showing gaps in language, literacy, numeracy or digital literacy (LLND) skills, or consistently failing to meet unit deadlines.
- **Engagement Indicators** relate to a student's level of participation and involvement in their studies. These may be observed through a noticeable decline in class attendance, and irregular participation in learning activities.
- **Wellbeing Indicators** reflect circumstances that may affect a student's capacity to study effectively. These can include visible signs of physical discomfort or health concerns, expressions of emotional distress, disclosure of personal hardship, or a marked change in behaviour that impacts learning.

Based on the indicators above, the college offers training and wellbeing support services to students based on the specific barrier affecting their progress, for example:

- A student repeatedly missing submission deadline may be given tips on time-management.
- A student failing multiple assessments may receive academic coaching or LLND support.

¹³ If a student requires support that does not clearly fall under the Academic, Engagement or Wellbeing indicators listed above, the Student Support Officer must consult with the CEO/ and or external compliance officer to determine and ensure the most appropriate support action under an ISP.

- A student exhibiting signs of emotional distress may be referred to counselling support services.

Observed indicators and support services are documented in the *Intervention Strategy Plan (ISP) form* and are dealt with as per the relevant college policy.

The following table outlines the indicators and identifies concerns used to determine when a student may require training and wellbeing support services. It also specifies the types of support services that should be provided based on the identified concern. The table also shows related policies and procedures to the support services allocated.

Indicator	Identified Concern	Support Service Allocated	Related Policy / Procedure(s)	Purpose/ Reason for support	Intended Outcome / Benefit to Student
Academic Indicator	Student receives NC result in the assessment(s) of the enrolled UoCs	Assessment resubmission	Assessment Policy and Procedure	Assessment resubmission allows a student to correct and resubmit their work after receiving a Not Competent result.	It gives the student a fair chance to achieve competency and continue progressing in the course.
	Student struggles to meet assessment submission deadlines	Assessment Resubmission	Assessment Policy and Procedure	The student did not submit assessments within the required timeframe and requires structured support to improve study planning	Students will be able to allocate the time between their studies and personal life effectively for future assessment timelines and maintain progress.
	The student has listening, reading or numeracy difficulties	Session with LLND support specialist	LLND Policy & Procedure	The student requires targeted LLND assistance to meet foundation skill requirements for the course.	Increases the student's capacity to understand, participate and complete future assessments successfully.

Indicator	Identified Concern	Support Service Allocated	Related Policy / Procedure(s)	Purpose/ Reason for support	Intended Outcome / Benefit to Student
	Student did not complete the training product in the expected duration	Enrolment extension	Assessment Policy and Procedure	The student requires additional time to complete the remaining UoCs due to prior delay or academic difficulty.	Provides extra time to meet training requirements without academic disadvantage.
Engagement Indicator	Student has declining or irregular class attendance	Engagement check-in meeting	Monitoring Course Progress and Student Attendance Policy and Procedure	The student's reduced attendance indicates risk of disengagement and requires proactive re-engagement.	Encourages the student to resume consistent participation and avoid future non-compliance with attendance requirements.
	Student shows low participation or limited learning activity	Re-engagement session with trainer	Trainer and Assessor Policy and Procedure	The student's limited participation indicates disengagement and requires immediate academic reconnection.	Restores active involvement and improves the likelihood of satisfactory course progress in upcoming

Indicator	Identified Concern	Support Service Allocated	Related Policy / Procedure(s)	Purpose/ Reason for support	Intended Outcome / Benefit to Student
					units.
Wellbeing Indicator	Student reports emotional stress or personal difficulty	Counselling referral	Monitoring Course Progress and Student Attendance Policy and Procedure	The student's emotional state is affecting their capacity to engage and requires professional well-being support.	Helps stabilise the student's wellbeing, enabling them to remain engaged and progress successfully in the course.
	Student reports physical discomfort, pain, injury or health-related difficulty affecting participation	Referral to external health / medical services and discussion of reasonable adjustment if required	-	The student may be physically unable to participate and requires access to appropriate medical or adjustment support.	Ensures the student can continue participation safely and access equal opportunity for successful course completion.

Note: Course extension

The student may request a course extension, especially for the last quarter of the student's study period. This course extension is to provide the student with an extended timeframe to achieve the required UoCs. The course extension can be requested at any time during the implementation of intervention strategies to ensure that the student can return to satisfactory course progress. However, the course extension can be requested after the CoE's end date but must be within 31 days after the end date. The Student Support Officer will take responsibility for updating the extension details for the student's CoE via PRISMS.

5.3.4 The monitoring of the intervention strategy plan

During the implementation of intervention strategies, the student will be provided with the written notification reminding him/her to comply with the intervention strategies. For example, the student may get a reminder to submit assessments as requested. In case the student does not comply with intervention strategies, the Student Support Officer, together with trainers and assessors, will schedule a meeting with the student. This is to investigate if the student has encountered any difficulties during the intervention strategies. As a result, by performing this, it will ensure that the student will be assisted to return to his/her satisfactory course progress, and complete the course as planned. The student is expected to comply and progress in his or her course based on the requirements stated in the intervention strategies.

5.4 Intention to Report to the Department of Home Affairs

If students do not participate in the ISP or fail to comply with its requirements when they have unsatisfactory course attendance and progress, the college will issue an Intention to Report. However, if the students subsequently request to re-engage with the ISP and provide valid reasons for their previous non-participation or non-compliance (e.g., compelling and compassionate –accident or sickness), the college may consider their request for the development of a new ISP.

However, if the student disagrees with the college's decision relating to Intention to Report, the student has the right to access the college's complaints and appeals process within twenty (20) working days after receiving the intention to report notice.

If students who access the internal complaints and appeal process are not satisfied with the outcomes, they can access the external complaints and appeal process. The college will provide the contact details of the appropriate external complaint and appeal body.

Once the internal and external complaints and appeal processes have been completed, and the decision or recommendation supports the college's decision to report the student to the Department of Home

Affairs, the college will report the student in PRISMS¹⁴. Additionally, without accessing the college's internal or external complaints and appeals within twenty (20) working days, the college will report the student's unsatisfactory course progress to PRISMS.

Note: the student is required to maintain all of their obligations (e.g., course progress) to the college while he or she undergo the internal and external complaints and appeal processes¹⁵. (Refer to the *Complaints and Appeals Policy and Procedure* for further details).

6. Appeals Process

Students are required to follow the *Complaint and Appeal Policy and Procedure* when lodging a complaint or an appeal in response to a determination made under this policy.

7. Continuous Improvement

As part of the college's continuous improvement framework, any feedback and recommendations will be reported to the CEO for consideration and implementation. The details of the continuous improvement process are mentioned in the college's *Continuous Improvement Policy and Procedure*, which offers a structured framework for refining and enhancing the college's practices based on valuable input from the staff members involved.

¹⁴ Refer to Section 19(2) of ESOS Act 2000.

¹⁵ Refer to Complaint and Appeal Policy and Procedure

Appendix 1



Guide for Intervention Strategy Plan

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Purpose:

The purpose of this guide is to help college staff apply training and wellbeing support correctly and consistently for students who are at risk of not meeting course progress or attendance requirements, or who request support themselves. It ensures that support is provided in a timely and appropriate way based on the student's actual needs — whether academic, engagement or wellbeing related.

This guide explains when each type of support should be used and helps staff choose the right option, such as study plan adjustment, assessment clarification, time-management coaching, LLND support, re-engagement meetings, counselling referral, or student-initiated support. It aligns with the *Monitoring Course Progress and Student Attendance Policy and Procedure* and reflects the college's commitment to student success and welfare.

By using this guide, staff can identify issues early, provide targeted support and help students stay engaged, improve their performance and successfully progress in their course.

The support strategies available to students are listed below:

Assessment resubmission

Applied when a student has not achieved a satisfactory result or is unable to progress due to an incomplete or “Not Competent” outcome. The student is permitted to resubmit the assessment based on trainer guidance. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

LLND Support Session

Applied when Language, Literacy, Numeracy or Digital (LLND) skill gaps are affecting a student's ability to complete learning or assessments. The student is given targeted foundation skills support to improve understanding and performance in future units. This support is governed by the *LLND Policy and Procedure*.

Enrolment extension

Applied when a student is unable to complete their required units within the standard duration due to academic delay or genuine progression challenges. The student is given an approved extension to finalise their training requirements without academic disadvantage. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

Engagement Check-In Meeting

Applied when a student shows declining or irregular class attendance or signs of disengagement from scheduled learning activities. A meeting is arranged to understand the reason for disengagement and to encourage the student to resume active participation. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

Re-engagement Session with Trainer

Applied when a student is present but not participating actively in class or online learning activities. The trainer meets with the student to re-establish academic focus, clarify expectations and encourage consistent participation moving forward. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

Counselling Referral

Applied when a student reports emotional stress or personal difficulty that may be affecting their learning or attendance. The student is referred to counselling services to receive professional support confidentially and respectfully. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

External Health/Medical Referral with Reasonable Adjustment Discussion

Applied when a student reports physical discomfort, illness or health-related difficulty affecting participation. The student is supported to access appropriate external health services and, if required, reasonable adjustments are discussed in line with college policy. This support is governed by the *Training and Wellbeing Support Policy and Procedure*.

Request Initiated by Student:

Applied when a student voluntarily requests assistance at any time, regardless of whether they have been identified as at risk. The student may request academic, well-being, LLND or general support, and the appropriate service is allocated based on their expressed need.