

Student Progress Monitoring and Intervention Strategies

Purpose

ACTB strives to ensure our learners complete their training program within the outlined duration. We acknowledge that a learner's circumstances can vary from when they commenced their training program, to the circumstances they face whilst progressing through the course. This policy focuses on proactive monitoring, early identification, timely and tailored support and continuous improvement enabling learners to achieve successful outcomes.

Scope

This policy applies to:

- All staff, learners and clients; and
- All of our training and assessment services, and support structures, processes and systems.

Responsibilities

1. CEO / RTO Manager

- Ensures compliance with legislation, regulations and Standards for RTOs.
- Ensures the effective implementation of this policy and approve extensions to course durations.
- Provides resources and oversight for student support and intervention strategies.

2. Administrative & Support Staff

- Maintains accurate records of learner progress and attendance.
- Coordinates administrative processes, intervention meeting scheduling and document outcomes in learner files.
- Ensures learner access to support services, including referrals to external support providers.

3. Trainers & Assessors

- Monitors learner progress, behaviours and participation regularly.
- Provides tailored support and intervention plans for learners identified as at risk.
- Implements intervention strategies and provide ongoing learning support.

General Principles

ACTB will observe the following guidelines and principles when managing a learner's course progress and workload to ensure they complete their training program within the duration specified in their Confirmation of Enrolment document:

- Foster a supportive environment that encourages learners to actively engage in their training.
- Monitor learner progress at least once a fortnight and providing timely alerts and assistance if they fall behind – including checking-in with learners regularly to confirm of their well-being and to keep them engaged and manage their workload to assist them in completing their training program within the specified duration. This will enable us to identify any concerns immediately and help minimise any adverse effects to the learner.
- Monitor the learner's behaviours, particularly where a learner is displaying evasive or appears disengaged, not meeting their deadlines or not achieving competency consistently.
- Encourage learners to seek assistance early if they are experiencing difficulties and challenges.
- Offer and develop tailored and holistic Support Plan and intervention strategies to address academic, attendance and personal challenges experienced by a learner who is not meeting satisfactory course progress and is identified 'AT RISK':
 - Has failed more than 50% of the units in a term,
 - Has been identified as unable to complete the course in the course duration, or
- Administer and implement the necessary intervention strategies, taking into account the individual circumstances of the learner (where required), including, but not limited to:
 - Modifications to their course load or training plan;
 - Additional tuition support from the learner's Trainer & Assessor;
 - Extension in their course duration or assessment deadlines;
 - Assist learners in accessing support services as detailed in our Individual Learner Needs policy, such as counselling support services; and
 - Whilst we cannot force a learner to attend classes or complete a course against their will, we can help our learner's facing difficulty to progress through their course and achieve

successful completion.

- Accept and assess any assessment extension requests without prejudice, taking into account the personal circumstances of the learner and provide an extension under certain circumstances, such as:
 - In compassionate or compelling circumstances;
 - Where there is an approved deferment or suspension of study granted in accordance with the Deferral, Extension, Suspension, Withdrawal and Cancellation policy; and
 - After the implementation of an intervention strategy, the learner is still at risk of not meeting satisfactory course progress.
 - International Students only: Except in the circumstances listed above, the expected duration of study specified in the learner's Confirmation of Enrolment must not exceed the CRICOS registered course duration. Where it does, this information will need to be updated on the student's file and on PRISMS.
 - International Students only: Advise the learner to contact the Department of Home Affairs at the first available opportunity for any course duration extensions to discuss any impacts on the learner's visa requirements.
 - **Face-to-face learners only:** Learners' attendance will be recorded administration staff. They are to check the Attendance for the term and reach out to them to check on their well-being be counselled and made aware of consequences of their enrolment falling below their visa condition 8202.
 - ACTB will Monitor overseas students' attendance (but would not report, unless otherwise required) in the process of course progress monitoring and reporting. However overseas students must meet their visa obligations regarding attendance, wherever applicable.
- **International Students only:** Ensure the course is completed in accordance with the CRICOS registered course curriculum.
- **International Students only:** Not permit international students on a student visa to undertake or transfer into online programs.

Compliance

This policy aligns with:

1. Standards for RTOs 2025:

- **Standard 2.1** – VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.
- **Standard 2.3** – VET students have reasonable access to training support services, teachers, Trainers & Assessors and other staff to support their progress through the training product.
- **Standard 2.8** – Effective appeal processes are available where decision of the RTO or a third-party adversely impact a VET student.
- **Standard 4.1** – The RTO operates with integrity and is accountable for the delivery of quality services.
- **Standard 4.2** – Roles and responsibilities are clearly defined and understood.
- **Standard 4.3** – Risks to VET students, staff and the RTO are identified and managed.
- **Standard 4.4** – The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement.

2. National Code 2018:

- **Standard 6** – Overseas Student Support Services.
- **Standard 8** – Overseas Student Visa Requirements.

Failure to comply with this policy can have serious consequences, including but not limited to:

- **For the RTO** – breaches of legislation or regulatory requirements may result in financial penalties, loss of registration, reputation damage, or regulatory enforcement actions.
- **For Staff Members** – staff found to have knowingly or negligently failed to comply with this policy may face disciplinary actions, up to and including termination of employment.
- **For Learners and Clients** – delayed course completion, learner dissatisfaction and inability to access

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relevant support services required.

Continuous Improvement

- Feedback from staff, learners, clients and industry stakeholders will be used to inform improvements to compliance processes and the effectiveness of our operations.
- An internal audit is to be conducted at least once per year to assess our compliance with this policy and the relevant legislative and regulatory requirements. The audit schedule is outlined in our Continuous Improvement Schedule and areas for improvements are documented in our Continuous Improvement Register.
- Internal audit review questions for self-assurance purposes should include:
 - Is student progress being promptly monitored?
 - Are Trainers and Assessors regularly reviewing assessment outcomes and engagement to detect early signs of students falling behind?
 - Are Trainers and Assessors providing tailored support to students identified 'At Risk'?
 - Are progress requirements?
 - Is there evidence that learners are being offered support services when academic or personal challenges are identified?
 - Have learner feedback or identified issues during intervention been used to improve the monitoring or support process?

Related Documents

- Appeals – Acknowledgement of Appeals letter template
- Appeals – Successful letter template
- Appeals – Unsuccessful letter template
- Appeals Form
- Attendance Record Form
- CoE Training Plan templates
- Continuous Improvement Register
- Continuous Improvement Schedule

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- Formal Warning template
- Intention to Report template
- Intervention Strategy
- Student Handbook
- Support Plan

Student Progress Monitoring and Intervention Strategies Procedure

1. Learner identified as 'AT RISK'

- At the end of each the Training Manger is to review their learners' course progress and identify learners who are 'AT RISK':
- The learner has failed more than 50% of the units in a term
- The learner has been identified as unable to complete the course within the set duration, or

2. Organise a formal intervention strategy meeting

- The learner should be contacted telephonically or via email or other channels to reach out to the student and offer an intervention plan.
- Inform the learner the purpose of intervention and that they are able to bring a support person of their choice if they wish.
- The Administrative & Support Staff is to prepare all of the supporting documentation required – such as the Intervention Strategy document, the learner's Training Plan or Time table, their completed assessment tools, and any other relevant evidences.

3. Conduct intervention strategy meeting

- The Training Manager or RTO Manager is to attend the meeting with the learner and their support person.
- The interview is to be conducted in a compassionate and professional manner.

- During the meeting, the learner is to:
 - Be advised of the reason as to why they are considered 'AT RISK';
 - Be informed of their rights and obligations, including their right to an Appeal if they do not wish to accept the intervention strategy;
 - Be consulted as to the cause of their poor academic performance or lack of attendance;
 - Be counselled appropriately for the contributing factor to their 'AT RISK' status;

- What we can do and how we can help support them through their training program;
- Collaboratively work with their Trainer & Assessor to arrive at an agreeable plan and complete the Intervention Strategy document in detail;
- Sign the Intervention Strategy – all participants are to sign the first page of the Intervention Strategy as evidence they were present in the meeting, and the learner and RTO Manager / Training Manager is to also sign the final page of the Intervention Strategy.

4. Copy of Intervention Strategy provided to learner

- The Administrative & Support Staff is to provide the signed Intervention Strategy Form to the learner as well for their records.

5. Record management

- The Administrative & Support Staff is to scan and save the completed Intervention Strategy to the student's file.
- Detailed notes are to be kept on the student's file with the relevant information from the Intervention Strategy. For example, if we varied the learner's workload, we should amend the learner's enrolment record and issue a new CoE Training Plan document.
- International Students only: Any variation is to be updated on PRISMS and the learner is to be informed they are to contact the Department of Home Affairs to discuss matters relating to their student visa promptly.

Learner appeals

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- Where the learner is not satisfied or prepared to accept the Intervention Strategy, they may access the Appeals process.
- The Appeal must be lodged within **20 business days** from when the Intervention Strategy meeting took place.
- Refer the learner to our Complaints and Appeals policy for more information on the Appeals process.

Implement and monitor

- Where the learner has accepted the Intervention Strategy, it must be activated as early as practicable, and no later than **2-weeks**.
- The Trainer & Assessor is responsible in monitoring the learner's progress, willingness and ability to follow through with the Intervention Strategy.
- International Students only: Should the learner, even after the Complaints and Appeals process has been accessed, not show any improvement, and has an academic progress of less than 50% for two consecutive terms, a Notice of Intention to Report to Department of Home Affairs will be sent out to the learner. A learner can choose to appeal our decision to report them to the Department of Home Affairs. Where this is the case, we will have to complete the Appeals process. Where the learner does not choose to appeal our decision to report them to the Department of Home Affairs, we are to report them on PRISMS and cancel their COE / Enrolment.

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Student Progress Monitoring and Intervention Strategies Process Flow-Chart

