

VET Academic Progress Monitoring & Intervention Policy & Procedure

1. Purpose

The purpose of this policy is to ensure that National Training College of Australia (NTCA) monitors students' academic progress to ensure that they can complete their course within the duration specified on their Confirmation of Enrolment (CoE) and that timely intervention strategies are implemented for students who are at risk of failing to meet academic progress requirements.

The intention of this policy is to provide all students with the best opportunity to meet their study goals and aspirations and to ensure that students do not breach their visa requirements.

2. Scope

This policy is applicable to all students of NTCA.

3. Policy Statement

NTCA is committed to ensuring that all students are provided with fair, transparent, and supportive academic progress monitoring and intervention processes. Academic progress is monitored through the study periods to identify and support students who may be at risk of not meeting course requirements. NTCA takes a proactive approach by implementing early intervention strategies, providing access to academic and personal support services, and ensuring students are given opportunities to meet competency requirements within their course duration. This approach ensures compliance with visa requirements, maintains academic integrity, and promotes positive learning outcomes for all students.

For the purposes of this policy, it is important that we understand the following terms:

CoE means Confirmation of Enrolment.

ESOS Act means the Education Services for Overseas Students Act 2000. **ESOS Agency** is ASQA.

National Code means National Code of Practice for Providers of Education and Training to Overseas Students 2018

PRISMS means Provider Registration and International Student Management System (PRISMS).

Study period means a discrete period of study within a course, namely term, or as otherwise defined by the provider as long as that period does not exceed six months.

Training Product means AQF qualification, skill set, unit of competency, accredited short course or module.

4. Procedures

4.1 Completion within expected duration

International students must complete their studies within the expected duration specified on their Confirmation of Enrolment (CoE). The duration of the course as specified on the student's CoE will never exceed that registered on the CRICOS register.

NTCA monitors student academic progress to ensure that students complete their studies within the expected duration specified on their Confirmation of Enrolment.

4.2 Study Periods

At NTCA, a **study period** is a period of study within a course, usually defined as a **term** designed to ensure the academic integrity of the course is upheld. These study periods or terms are of 11 weeks each and do not exceed six months.

The course durations at NTCA are:

- 26 Weeks – 2 study periods
- 52 Weeks – 4 study periods
- 78 Weeks – 6 study periods
- 98 - 104 Weeks – 8 study periods

4.3 Progress Monitoring

- Trainers and assessors monitor student participation in class, completion of in class/ homework activities, and formative assessment results to ascertain levels of skill development, knowledge, understanding and course progress. Trainers regularly provide feedback and discuss course progress with students on an individual basis.
- Trainers/ assessors provide written feedback to students about their assessment tasks and the finalised results on the **Unit Result Sheets**, to the admin team within three (3) weeks of the unit end date.
- The Training Coordinator will consult with training team if there is any uncertainty or more evidence needed to confirm a student's academic progress status.
- The **Academic Progress Monitoring Register** is updated by the Admin Officer and reviewed by the Training Coordinator. This register indicates students as progressing/ are 'at risk'/ not progressing as expected.

- The **Academic Progress Monitoring Register** also records the academic progress notices, warning and intervention meeting details.

4.4 Determining 'At risk' of Unsatisfactory Academic Progress

Being identified as **at risk** does not mean the student has unsatisfactory academic progress. It is an **early warning stage** where early intervention may be triggered to support the student.

Students are noted to be **at risk of not meeting academic progress requirements** where:

1. they show signs during the study period such as missing classes, failing to participate in class and/ or the performance assessment tasks, or not submitting assessments as per the due dates.
 - Such students are contacted and supported by the trainers and assessors. Where the trainers and assessors are unable to resolve the situation, they notify the Training Coordinator in order for NTCA to provide support to the identified students.
2. they are deemed '**Not Yet Competent (NYC)**' for one or more units of competency within a study period/ term but are deemed **Competent** in 50% or more of the units of competency within a study period/ term.
 - Such students receive a '**Progress Check**' email from NTCA support team notifying them of the NYC results.
3. they are deemed '**Not Yet Competent (NYC)**' for 50% or more units of competency within a study period/ term.
 - Such students receive the **Risk of Unsatisfactory Academic progress – 1st Warning**.

The '**Progress Check**' email as well as the **Risk of Unsatisfactory Academic progress – 1st Warning** not only notify students of their academic progress but also advise them of the available training support that they may access. The students are advised to:

- review the feedback provided and discuss assessment concerns with the trainers and assessors,
- submit a completed **Reassessment Request Form** within ten (10) working days to be able to submit the assessment tasks again.
- **Arrange an academic intervention meeting with the Training Coordinator within ten (10) working days if they were not present for the performance tasks and an extra session needs to be scheduled for reassessments of the said task.**
- **Arrange an academic intervention meeting with the Training Coordinator within ten (10) working days if they are enrolled in a course that has only two (2) study periods/ terms.**

The reassessments attract additional charges as per the Fees & Charges Schedule provided within the ***Letter of Offer & Written Agreement***. (Refer the same on NTCA website).

4.5 Determining Unsatisfactory Academic Progress

Unsatisfactory Academic progress is noted when:

Students are deemed '**Not Yet Competent (NYC)**' in 50% or more units of competency in **2 study periods/ terms** and:

- have either not responded as required to the 1st Warning sent earlier so they remain '**Not Yet Competent (NYC)**' in the units of competency from the previously identified study period/ term or
- have responded as required to the 1st Warning but have been deemed '**Not Yet Competent (NYC)**' again in the reassessments for the units of competency from the previously identified study period/ term.

These students receive the ***Unsatisfactory Academic Progress – 2nd Warning*** that not just warn them of the unsatisfactory academic progress but also advise them of the available training support that they may access.

The students are advised to:

- arrange a meeting with the Training Coordinator within five (5) working days to discuss their academic progress and the possible intervention support strategies that may be implemented based on their concerns.
- review the feedback provided by the trainers and assessors and if they are already aware of the issues for which they have been marked '**Not Yet Competent (NYC)**', submit a completed ***Reassessment Request Form*** within five (5) working days.

The reassessments attract additional charges as per the Fees & Charges Schedule provided within the ***Letter of Offer & Written Agreement***. (Refer the same on NTCA website).

4.6 Intervention Plan

NTCA is committed to identifying, notifying, and assisting students who are at risk of not meeting academic progress requirements. Intervention strategies are designed to provide **early, targeted, and supportive assistance** so that students are given every reasonable opportunity to succeed. All intervention plans and strategies are documented in the ***Intervention Support Strategy Form***.

Intervention strategies may include one or more of the following:

Academic Support

- Additional tutoring or mentoring sessions
- Study skills workshops (e.g., time management, referencing)
- Access to supplementary or modified learning materials
- Extra time for assessment tasks (within course duration limits)
- Participation in study groups

Language Support

- English language workshops
- Provision of simplified explanations or translated glossaries
- Referral to external English language services

Personal & Wellbeing Support

- Counselling (internal or external referral)
- Assistance with managing stress, anxiety, or adjustment issues
- Referral to external community organisations for support needs

Administrative / Structural Support

- Adjusting the student's study load
- Offering reassessment opportunities in line with policy
- Placement in an alternative subject or course (if appropriate)
- Extension of CoE where compassionate or compelling grounds apply (Refer to the details ahead)

Monitoring

- The Training Coordinator and Admin Officer monitor the student's compliance with the plan.
- Progress is reviewed at mid- and endpoints of the next study period.
- Adjustments to the plan are documented, signed, and filed in the student record.

4.7 Extension to an expected course duration

Extensions to the course duration specified on the CoE are only allowed where:

- A student is complying with an intervention strategy implemented for students identified at risk of not making satisfactory academic progress, or
- An approved deferral or suspension of studies has been granted in accordance with NTCA's *Deferral, Suspension, Withdrawal and Cancellation Policy and Procedures*. Compassionate or compelling circumstances apply, (suitable evidence must be provided), which may include but is not limited to:
 - serious illness or injury, where a medical certificate states that the student was unable to attend classes

- bereavement of close family members such as parents or grandparents
- major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies
- a traumatic experience which has impacted on the student, and which could include involvement in or witnessing of a serious accident; and witnessing or being the victim of a serious crime. These cases should be supported by police or psychologists' reports; or
- where NTCA is unable to offer a pre-requisite unit.
- where the student is unable to begin studying on the course commencement date due to delay in receiving a student visa.

All variations in the student's study load, including the reasons for the variation will be recorded on the student's file. Where the duration of the student's enrolment is extended, NTCA will advise the student to contact the Department of Home Affairs (DHA) to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

4.8 Reporting students

Where a student has demonstrated unsatisfactory academic progress despite the initial two warnings and/ or the implementation of intervention plan, NTCA is obligated to report the student to DHA via PRISMS.

If the students do not act as required by the **Unsatisfactory Academic Progress – 2nd Warning** and/ or do not access and act as per the support plan noted during intervention meetings, they receive **Intention to Report – Unsatisfactory Academic Progress** notice.

Students have the rights to appeal against this decision to report them as per NTCA's *Feedback, Complaints and Appeals Policy & Procedures*. NTCA will only report student for unsatisfactory academic progress via PRISMS if:

- the internal and external appeal processes have been completed, and the decision or recommendation supports NTCA; or
- the student has chosen not to access the internal and external appeals process within the 20-working day period; or
- the overseas student withdraws from the internal or external appeals processes by notifying NTCA in writing.

All records will be kept on the student's file including warning letters and the notice of intention to report.

Standard Operating Procedure: Academic Progress Monitoring and Intervention

Procedure	Responsibility	Supporting Documents
Informal Monitoring: Observe participation, class activities, and assessment engagement. Refer students showing concern to Training Coordinator.	Trainers and Assessors	Email / Face to face communication
Formal Monitoring: Finalise results within 3 weeks of unit end date; update and review Academic Progress Register.	Trainers and Assessors, Admin Officer and Training Coordinator	Academic Progress Monitoring Register
Stage 1 - At Risk Notification: Within 4 weeks of the next study period, send Progress Check emails if < 50% NYC units Send 1st Warning if ≥50% NYC units in one term/ study period. These advise students to review assessment feedback, meet trainers and assessors, and submit Reassessment Request Form within 10 working days.	Admin Officer and Training Coordinator	Progress Check Email Template, 1st Warning Letter, Reassessment Request Form, Academic Progress Monitoring Register
Stage 2 – Unsatisfactory Academic Progress Notification: Within 4 weeks of the next study period, issue 2nd Warning Letter if ≥50% NYC units in the second term/ study period. This warning requires urgent meetings with the academic support team or submission of Reassessment Request Form within 5 working days.	Admin Officer and Training Coordinator	2 nd Warning Letter, Reassessment Request Form, Intervention Support Strategy Form, Academic Progress Monitoring Register
Stage 3 – Intention to Report: If unsatisfactory progress continues, issue ITR immediately inviting students to arrange final meetings with Training Coordinator within 5 days and advising their right to appeal within 20 working days.	Admin Officer and Training Coordinator	ITR Notice, Reassessment Request Form, Intervention Support Strategy Form, Academic Progress Monitoring Register
Stage 4 – Reporting the Students: Report via PRISMS only if the appeal period has lapsed, the student has not appealed, has withdrawn, or appeals have been unsuccessful.	Admin Officer and Training Coordinator	Academic Progress Monitoring Register

5. Supporting Documents

- Academic Progress Monitoring Register
- Risk of Unsatisfactory Academic Progress – 1st Warning template
- Reassessment Request Form
- Intervention Support Strategy Form
- Unsatisfactory Academic progress – 2nd Warning template
- Notice of Intention to Report for Unsatisfactory Academic Progress
- Complaints and Appeals Form

6. Related Policies

- VET Attendance Policy and Procedures
- Assessment Principles and Evidence Policy & Procedures
- Feedback, Complaints and Appeals Policy and Procedures
- Deferral, Suspension, Withdrawal and Cancellation Policy and Procedures
- Student Support and Wellbeing Policy and Procedures
- Training Support and Reasonable Adjustments Policy and Procedures
- Fees, Charges and Refunds Policy and Procedures
- Document Management and Records Retention Policy and Procedures
- PRISMS Management Policy and Procedures

7. Roles and Responsibilities

CEO: Oversees academic progress processes, allocates resources, and approves exceptional course variations.

Compliance Coordinator: Reviews processes for regulatory compliance and advises on policy improvements.

Trainers and Assessors: Monitor student participation and assessment performance, provide timely feedback, identify at-risk students early, and refer them to the Training Coordinator.

Student Support: Updates the Academic Progress Monitoring Register and conduct Progress Checks.

Admin Officer: Issues warning letters, maintains records in the student management system, and supports the communication of intervention requirements to students.

Training Coordinator: Oversees the academic progress monitoring process, reviews the Academic Progress Monitoring Register, organises and conducts intervention meetings, and ensures intervention plans are implemented and monitored.

Admin Coordinator: Updates CoE variations in PRISMS where applicable and ensures all documentation is stored on the student file.

Students: Engage actively with learning activities, attend scheduled classes, submit assessments on time, respond to communication from the Academy, and participate in agreed intervention strategies.

8. Legislative Background

This policy is guided by the following legislative and regulatory frameworks:

- Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 under the Education Services for Overseas Students Act 2000 (ESOS Act).
- Standard 1.1 of the Outcome Standards for NVR Registered Training Organisations 2025 under the National Vocational Education and Training Regulator Act 2011 (Cth).

9. Monitoring and Improvement

This policy is reviewed annually or earlier in response to changes in regulatory requirements or audit outcomes. Review activities including, audit findings, and student, staff as well as industry feedback.