

Program Progress Policy

Document

Document Name	Program Progress Policy
Brief Description	This policy provides guidelines on the expected duration of studies, monitoring students' program progress, identification of students at risk of not achieving satisfactory program progress and implementing intervention strategies for such students.
Responsibility	Academic Board
Initial Issue Date	10 May 2010
Date for Next Review:	12 December 2026

Version Control

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
10/05/10	1	Details transferred onto new template.	Academic Board
06/10/11	2	Updated formatting in line with UPD	Academic Board
19/06/12	3	Added statement - SIBT may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).	Academic Board
09/11/12	4	All references to DEEWR replaced with DIISRTE	Academic Board
30/07/13	5	Complete review of policy to align to current process	Academic Board
01/09/14	6	Updated DIAC to Department of Education-DIBP	Academic Board
17/11/14	7	The policy was reviewed and amended to include the importance of attendance to improve course progress and steps to be taken to review, monitor and address poor performance.	Academic Board
11/03/16	8	The policy was updated and reviewed. Endorsed at SMT on 10/3/16 and approved at Academic Board 11/3/16. The title of the policy was changed (Course to Program)	Academic Board
04/04/17	9	The policy was updated and reviewed to simplify language so students can better understand the conditional enrolment.	Academic Board

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
04/12/18	10	The policy was updated and reviewed to reflect the program changes at SIBT.	Academic Board
24/10/19	11	Clarified information regarding Provisional Entry	Academic Board
15/09/21	12	Major review, which included deletion of references to Provisional Entry support unit ACES100 and three-tier enrolment conditions process.	Academic Board
05/06/23	13	Transferred to the new template. Inclusion of the Completion within Expected Duration of Studies Policy (POL 33) . Estimated times to complete a program added Appendices A, B and C added. Minor editorial amendments. Exclusion period amended to 12 months for students who fails the same unit 3 times. Definitions reviewed and updated.	Academic Board
12/12/23	14	Clause 7.3 f) regarding cancellation of FEE-HELP due to academic non-progression amended to align with the updated legislation.	Academic Board

Related Documents

Name	Location
Student Complaints and Appeals Procedure	SIBT Website
Support for Students Policy	SIBT Website
Academic Integrity Policy	SIBT Website
Admissions Policy	SIBT Website
Attendance Policy	SIBT Website
Student Code of Conduct Policy	SIBT Website
Assessment Policy	SIBT Website
Higher Education Support Act 2003	https://www.legislation.gov.au/
Higher Education Standards Framework (Threshold Standards) 2021	https://www.legislation.gov.au/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/
National Code of Practice for Providers of Education and Training to Overseas Students 2018	https://www.legislation.gov.au/

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1. Purpose

- a) The purpose of the Program Progress Policy is to outline:
- i. The acceptable levels of academic performance;
 - ii. Early intervention strategies for students who are identified as being at risk;
 - iii. Attendance and progress conditions for all students of the Sydney Institute of Business and Technology (SIBT); and
 - iv. Expected duration of study to complete the program and as specified in the Confirmation of Enrolment (international students).

2. Definitions

Term	Meaning
Academic Progress	Meeting all the assessment requirements of a unit and overall performance within the study period in which the student is currently enrolled.
Program Progress	Students' overall progress in successfully completing all the units in the program of study.
Satisfactory Academic Progress	Passing at least 50% of enrolled units in a study period.
Unsatisfactory Academic Progress	Failing more than 50% of enrolled units in a study period. Failing the same unit twice or more.
Student at Risk	A student that exhibits single or multiple risk factors which could inhibit academic success.
Intervention Strategy	Process of identifying and supporting students to promote academic success and wellbeing.
Academic Integration Plan	An Academic Integration Plan (AIP) is a document established with a student and the student counsellor outlining the 'reasonable adjustments' or academic strategies that support them to complete their academic work while managing their condition. The AIP is implemented by various departments including teachers, Administration, Student Services, and Support Staff.
Intervention Strategy Plan	Intervention Strategy Plan (ISP) is an individual support plan put in place following an individual needs assessment, to specify recommended supports, encourage and document student engagement with support, ensure staff follow-up and accountability.
Case Manager	Staff member who is responsible for preparing Intervention Strategy Plan (ISP) with student involvement and agreement, documenting in register and filing the ISP, providing feedback, making required referrals, periodically monitoring the student's adherence to key interventions and their engagement with support, and closing the case in the register at the end of the teaching session.
Attendance	Calculation of student attendance in scheduled classes within a study period.
Scheduled Class	A class in which a student is currently enrolled.
eCoE	Electronic Confirmation of Enrolment.
Financial Census Date	The official deadline for finalising enrolment for the study period. Last day of week four (4) in any given study period.

3. Application

- a) The Program Progress Policy applies to all SIBT staff and students and is supported by the Intervention Strategy Framework.

4. Policy Statement

- a) SIBT considers that both academic performance and attendance are critical to successful achievement of progress requirements and completion of the qualifications.
- b) SIBT is committed to ensuring that:
 - i. Academic performance and attendance are monitored throughout each study period to identify students at risk and implement intervention strategies to strengthen success;
 - ii. Processes are implemented and students are supported to complete their studies within the specified time limits.
- c) Student progress is considered to be satisfactory when:
 - i. Passing grades have been achieved in at least 50% of units in which a student is enrolled in any study period; and
 - ii. Attendance levels remain satisfactory and in accordance with the Attendance Policy.

5. Expected Duration of Study to Complete the Program

	Foundation Standard	Foundation Extended	Accelerated Diploma	Diploma
Full time study load	34 weeks	52 weeks	34 weeks	52 weeks
Part time study load	68 weeks	104 weeks	68 weeks	104 weeks

- a) Expected duration times are calculated starting from the first day of the study period that commences the program and include any variation to enrolment.
- b) Variation of enrolment that affect expected duration of study include:
 - Change of program;
 - Withdrawal from program;
 - Leave of absence;
 - Transfer of provider;
 - Change to program enrolment.
- c) Expected duration times may be exceeded upon student's written request and at the discretion of SIBT.

5.1 International Students – Exceeded Duration of Study

- a) SIBT ensures that:
 - i. The duration of an eCoE does not exceed the expected duration of study approved on CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students);
 - ii. The start and end date of an eCoE will match the start and end date of the relevant SIBT program, in accordance with the approved Academic Calendar;

- iii. Appropriate study load of a minimum three (3) units in any given study period is maintained. Students who wish to enrol in a reduced study load will:
 - Attend an interview with an authorised SIBT staff member;
 - Be enrolled manually in their units.
- iv. A student's progress is continually monitored to allow the completion of the program within expected time limits and as specified on their eCoE;
- b) SIBT will not manually enrol a student in less than three (3) units unless the student:
 - Has no more than two (2) units left to complete their program; or
 - Has been identified as "at risk" and therefore, required to undertake a reduced study load; or
 - Is identified as having extenuating (compelling or compassionate) circumstances warranting a reduced study load, as set out in the Appendix A: Extenuating (compelling or compassionate) circumstances.
- c) SIBT may amend an international student's program duration and issue a new eCoE if:
 - i. Intervention strategies have commenced for a student deemed to be at risk of failing to meet program progress requirements and thus requiring an extension;
 - ii. A student has elected to fast track their program and therefore must have an eCoE to reflect early completion;
 - iii. A student has failed to re-enrol, without formally applying to vary their enrolment;
 - iv. It is evident that the student will not complete their program within the expected duration specified on the student's eCoE as a result of extenuating (compassionate and compelling) circumstances. Please refer to the Appendices A and B.
- d) Where there is a variation to an international student's study load, which may affect the student's expected duration of study, SIBT will record the variation and the reasons for it on the student's electronic or paper file and notify the Government via the Provider Registration and International Student Management System (PRISMS). SIBT will issue a new eCoE when the student can only account for the variation/s by extending their expected duration of study.
- e) Where duration is to be amended, reporting on the eCoE is conducted through the PRISMS.

6. Program Progress Monitoring and Intervention Strategies

- a) SIBT offers a wide range of intervention strategies to maximise each student's chance of success.
- b) Intervention Strategies may be implemented as early as at the application stage or at any point during a study period and will be developed, on a case-by-case basis, in consultation with the student, the Program Convenor (or nominee) and any other support person(s) if the student is identified early as being at risk of not making satisfactory progress.
- c) During each study period, teachers monitor the participation, engagement, and progress of the students in their class, implementing early intervention if necessary to enable students to achieve academic success.

6.1 Early Period Identification of 'At Risk' Students

- a) A student may be identified as being at risk as early as during the application stage having:
 - i. Disclosed their special needs and/or extenuating circumstances;
 - ii. Been previously excluded from SIBT; or/and
 - iii. Been admitted solely on the work and life experience basis.
- b) Early intervention strategies that identify and support at-risk students include:
 - i. Advising students during orientation that if difficulties are experienced with study load, withdrawal from one or more units can be requested. Dates for withdrawal without financial or academic penalty are highlighted and international students are advised of the need to also maintain a full-time study load where applicable, as per student visa conditions;
 - ii. Meeting with the SIBT counsellor and developing Academic Integration Plan (AIP) in order to support students with disabilities and chronic health conditions to reach their full academic potential. Students with a temporary injury may also be eligible for assistance;
 - iii. Contacting those students who, at the end of week two (2), are not attending classes or completing pre-class activities, to determine the reason and promote meetings with student support and/or attendance at support workshops;
 - iv. Early assessment tasks to provide students and staff with an opportunity to assess learning to date and, where required, provide early intervention to promote student success. Students identified as having performed poorly in the early assessment task are contacted and advised of strategies for improvement;
 - v. Automated notification via the Student Portal to students who are at risk of not attending 80% of their classes, thus potentially compromising their ability to succeed; and
 - vi. Group support workshops for those students who appear to be (or have been identified as) struggling or those simply seeking additional academic support.

6.2 Mid-study Period Identification of 'At Risk' Students

- a) A student is identified as being at risk of unsatisfactory program progress when the active mid-study period monitoring process finds that a student is:
 - iv. Not attending classes regularly (flagged after missing two (2) classes);
 - v. Being inattentive or disruptive in class;
 - vi. Not participating in class discussions;
 - vii. Not logging into, and consequently not engaging with, the Learning Management System (flagged after not participating for two (2) weeks);
 - viii. Not accessing the prescribed e-texts or other online resources (flagged after not accessing for two (2) weeks);
 - ix. Not submitting low-risk early formative assessment tasks (flagged after missing one (1) to two (2) assessments, where applicable);
 - x. Achieving a fail mark in low-risk early formative assessment tasks (flagged after failing two (2) assessments);
 - xi. Not submitting compulsory assessment tasks (flagged after missing one (1) assessment); and/or

- xii. Achieving a fail mark in compulsory assessment tasks (flagged after failing two (2) assessments).
- b) Student support staff will contact at-risk students to arrange an appointment with a Case Manager for a meeting and/or to develop a personalised Intervention Strategy Plan (ISP) and/or Academic Integration Plan (AIP), and to discuss the situation with each student on any of the following:
 - i. Revising enrolment patterns, study load or course of enrolment; and/or
 - ii. Attending academic skills workshops; and/or
 - iii. Attending language support sessions; and/or
 - iv. Attending additional lectures, workshops, or other educational forums; and/or
 - v. Accepting the free offer of personal coaching in the unit of study; and/or
 - vi. Accepting assistance in accessing the Learning Management System, the prescribed e-text or online databases; and/or
 - vii. Attending counselling or obtain referral to other support services; and/or
 - viii. Seeking mentoring; and/or
 - ix. Reviewing accommodation and other support services.
- c) An appropriate intervention strategy for each individual student will be determined and documented for an ongoing management.

6.3 End of Study Period Identification of 'At Risk' Students

- a) At the end of each study period, after grades are finalised by the Board of Examiners, academic standing is determined for each student in accordance with this policy, together with the level of academic standing at the end of the previous study period.
- b) The Board of Examiners considers each case individually and determines appropriate intervention strategies to support the student to succeed in their next study period.
- c) The student will meet with their Case Manager to develop an Intervention Strategy Plan (ISP) or/and Academic Integration Plan (AIP) specific to their circumstances, including a discussion on the issues related to poor attendance or poor academic progress. The ISP and/or AIP may involve, but is not limited to:
 - i. Referral to English language support workshops; and/or
 - ii. Attendance at academic study skills workshops; and/or
 - iii. Requirement to complete an Academic Integrity unit; and/or
 - iv. Regular meetings with lecturer, Student Learning Advisor and/or Program Convenor; and/or
 - v. Review of time management skills and preparation of a study timetable; and/or
 - vi. Referral to personal welfare support and counselling; and/or
 - vii. Support from Student Learning Advisors where disabilities, wellbeing or medical conditions are impacting on the student's ability to participate or progress (in these cases, referral to other types of external support may be required); and/or
 - viii. Referral to an academic staff member for additional instruction/advice; and/or
 - ix. Reduced study load in a study period; and/or
 - x. Specifying attendance, participation, or online engagement requirements; and/or
 - xi. Creating a study plan describing the order of subjects to be completed over the course duration; and/or
 - xii. Other intervention as appropriate to the case.

- d) Students who are subject to an intervention strategy will be placed on a conditional enrolment until such time they satisfy the program progress requirements in accordance with this policy. Refer to the Appendix C.
- e) Students who do not meet the program progress requirements may have their enrolment cancelled. Refer to the Appendix C.
- f) Domestic students, enrolled in units with Financial Census Dates before 1/1/2024, must meet satisfactory academic progress of 50% pass rate of their total attempted units across their program of study (once they have attempted four (4) or more units) to remain eligible to access FEE HELP.
 - i. Domestic students who do not maintain satisfactory academic progress will be notified of their eligibility to access FEE HELP, if applicable, in subsequent study periods.
 - ii. Students not eligible for FEE HELP will be required to pay their own fees until their pass rate improves sufficiently to be eligible for FEE HELP once more.
- g) The provision in section 7.3 f) does not apply to the domestic students, enrolled in units with Financial Census Dates on or after 1/1/2024.
- h) International students will be advised of the possible consequences of not improving their academic performance including the risk of having their eCoE cancelled, which may result in their student visa being cancelled by the Department of Home Affairs.
- i) The notice of intention to cancel the enrolment letter includes information about the student's right to request a review of the decision within 20 working days by lodging a formal appeal as per the Student Complaints and Appeals Policy.

6.4 Ongoing Review and Assessment of Program Progress

- a) It is important the student understands and agrees to the intervention strategy via an Intervention Strategy Plan (ISP) which sets out the enrolment conditions a student is expected to meet.
- b) The ISP records the devised intervention strategy and must be dated and signed by the student to acknowledge their acceptance. A copy of all documentation, decisions, and outcomes are kept on the student file.
- c) Ongoing review and assessment will continue throughout the study period and follow-up support meetings will be arranged with the student to review and monitor their progress.
- d) If the ISP is not being adhered to and/or program progress or attendance continues to be unsatisfactory, a written notice will be issued to the student to advise them of the implications of the situation on their course enrolment, and for international students, their visa conditions.
- e) To ensure effectiveness, the ISP will remain in place until the student demonstrates they no longer require the assistance. The ISP may be adjusted over time as the student progresses through their program.

7. Exclusion

- a) A student who fails to meet satisfactory progress for a third time (achieves less than 50% pass rate in three (3) consecutive study periods), will be advised in writing that SIBT intends to cancel their enrolment and exclude them from **their program** for a period of 12 months (three (3) study periods).

- b) A student who fails the same unit, on three (3) separate occasions, will be advised in writing that SIBT intends to cancel their enrolment and exclude them from **their unit** for a period of 12 months (three (3) study periods).

8. Appeal against Exclusion

- a) Students are able to appeal any decision made under this policy. For further details, please refer to the Student Complaints and Appeals Policy.
- b) International students on a Student Visa will be notified that they may be reported to the Department of Home Affairs.
- c) Students will be informed that they can access SIBT's Student Complaints and Appeals Policy to appeal the decision within 20 working days.
 - iii. Where the student has chosen to access the Student Complaints and Appeals Policy and the process results in a decision supporting the student, they will be permitted to continue with their studies at SIBT.
 - iv. Where the student has chosen not to access the Student Complaints and Appeals Policy within the 20-working day period, withdraws from the process, or the process is completed and results in the student being excluded, SIBT will advise the student in writing of the final decision to exclude, including details of the reasons and file a copy in the student's enrolment record on the Student Management System.

9. Readmission after Exclusion

- a) Students who have been excluded from SIBT due to unsatisfactory program progress must be absent from SIBT for the required exclusion period as specified in Section 7 of this policy.
- b) When a student seeks readmission to SIBT, they need to apply at least four (4) weeks prior to the commencement of the study period in which the student seeks to resume study. The application for readmission will be assessed by the Academic Director.

Appendix A: Extenuating (Compassionate and Compelling) Circumstances

- a) Extenuating (compassionate and compelling) circumstances are unusual or abnormal events or situations that:
 - i. Occurred on or after the Financial Census Date, or the impact of which was realised on or after Financial Census Date;
 - ii. Are beyond a student's control and could not reasonably have been foreseen or prevented; and
 - iii. Have been severe enough to prevent them from successfully completing their unit of study.
- b) Extenuating (compassionate and compelling) circumstances include, but are not limited to:
 - i. Serious illness or injury, including deterioration of a pre-existing health condition;
 - ii. Family or personal circumstances which have severely impacted the student's ability to continue with study;
 - iii. Bereavement of close family members such as parents or grandparents;
 - iv. Major political upheaval or natural disaster, in the case of international students this may include such situations occurring in their home country requiring emergency travel where this has impacted on the international student's studies;
 - v. A traumatic experience, which could include:
 - Involvement in, or witnessing of a serious accident; or
 - Witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports);
 - vi. Where SIBT was unable to offer a pre-requisite unit, or the international student has failed a pre-requisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.
- c) Students whose circumstances are outside the ones listed above should seek assistance from the Student Support or other professional services and attach supporting documentation obtained from them. The 'other' circumstances may include but are not limited to:
 - i. Severe disruption to domestic arrangements;
 - ii. Relationship breakdown;
 - iii. Religious observance or obligations;
 - iv. Formal legal commitments;
 - v. Jury duty;
 - vi. Military or/and emergency service;
 - vii. Service with a recognised emergency management service;
 - viii. Participation in significant national or international events.
- d) Students will need to be able to prove their claim for extenuating (compassionate and compelling) circumstances by providing appropriate supporting documentation (see Appendix B).

Appendix B: Acceptable Supporting Documentation

Circumstances	Documents
Visa Delay/Refusal	<ul style="list-style-type: none"> A letter advising that the applicant has not been able to obtain a visa yet issued by Department of Home Affairs (DHA); Visa refusal letter issued by Department of Home Affairs (DHA).
Failure to meet academic and/or English entry requirements	<ul style="list-style-type: none"> IELTS (or similar) test results; or High school results (or similar)
Medical and Health	<ul style="list-style-type: none"> An original certificate/letter/report from a doctor or registered treating health professional on a letterhead, including signature or providers stamp, provider's number, and a statement that student was unable to attend classes; A medical certificate stating just "illness" or "medical condition" or "medical reason" may not be sufficient.
Personal and Welfare	<ul style="list-style-type: none"> A statement from a doctor, counsellor, social worker, or independent member of the community (e.g., A Justice of the Peace or a Minister of Religion); A certificate from a funeral director; A death certificate; A certified call to Australian Defence Forces; A letter/report describing the nature of emergency attended by the State Emergency Service or Country/Rural Fire Service; A copy of an accident report; A court summons or similar.
Academic	<ul style="list-style-type: none"> A copy of any academic advice received from their program convenor or a student learning advisor.

- a) Supporting documentation for extenuating (compassionate or compelling) circumstances must be from an independent source or authority, and clearly indicate:
 - i. What the special circumstances were;
 - ii. When they occurred;
 - iii. How long they lasted;
 - iv. The level of impact of the special circumstances.
- b) A personal statement from a student, their friend or family member, outlining their circumstances is not sufficient evidence to demonstrate extenuating (compassionate and compelling) circumstances.
- c) For international students a lack of funds is not accepted by the Department of Home Affairs (DHA) as an extenuation (compassionate and compelling) reason to defer or take leave. It is a condition of a student visa that students have access to funds to cover their tuition fees and cost of living for their first year of study in Australia. International students should not rely on income from paid employment while in Australia to cover their fees and living expenses during this period. Students



experiencing an unexpected and unforeseeable change in circumstances should meet with student support to discuss their situation.

- d) Supporting documentation must be in English (or accompanied by certified translation), on official letterhead (if relevant), signed, and dated.

Appendix C: Conditional Enrolment Statuses

Conditional Enrolment	Scenario	Action
CON 1	<ul style="list-style-type: none"> Student fails more than 50% of their enrolled units for the 1st time (all units, OR 2 out of 3, OR 3 out of 4). 	<ul style="list-style-type: none"> 3 units maximum per study period; and Implementation of ISP.
CON 2	<ul style="list-style-type: none"> Student fails more than 50% of their enrolled units for the 2nd time (all units, OR 2 out of 3, OR 3 out of 4); or Student does not comply with previously implemented ISP; or 	<ul style="list-style-type: none"> 3 units maximum per study period; and Review of ISP to determine if further intervention strategies are required to improve academic progress.
	<ul style="list-style-type: none"> Student fails the same unit for the 2nd time. 	<ul style="list-style-type: none"> 2 units maximum per study period; and Implementation of ISP.
CON 3	<ul style="list-style-type: none"> Student returns from exclusion or suspension from SIBT or another education provider; or Student fails more than 50% of their enrolled units for the 3rd time (all units, OR 2 out of 3, OR 3 out of 4); or Student fails the same unit for the 3rd time; or Student does not comply with previously implemented ISP. 	<ul style="list-style-type: none"> Reduced study load (2 units maximum per study period); and Review of ISP to determine if further intervention strategies are required. <p>This is the student's final progress warning and may result in exclusion.</p>